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IDENTIFIERS	Contextual Learning

ABSTRACT

This report presents proceedings from a conference on teacher quality held in Washington, DC in January 2000. Sessions focused on recruitment; teacher preparation; beginning teacher support; college-school partnerships; minority group teachers; Hispanic and language minority teachers; preparing teachers at the community college level; curricular partnerships to foster quality teaching; infusing educational technology into teacher education; integrated curriculum; open universities; nontraditional teacher education; restructuring and assessment for quality teacher preparation; extended teacher education programs; improving preservice teacher education; preparing teachers while supporting secondary student achievement in urban schools; contextual teaching and learning; mentoring new teachers; peer assistance and review programs; urban college-school partnerships; teacher residency programs; problem-based learning; and clinical teaching programs. Descriptions of each session are provided. Exemplary practices from organizations nationwide are included, offering descriptions of the exemplary practices, information on the partners involved, and names of contact people. (SM)

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ED 443 778

A National Conference on Teacher Quality

Sponsored by the U. S. Department of Education

January 9 and 10, 2000
Washington, D.C.

Taking the next bold step
to America's future

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Speaker Biographical Sketches (Cream)

Participant List (White)

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5. Other .....

Guide for Teams (Cream)

Plans for Hotels (White)

CONFERENCE AT A GLANCE

Sunday, January 9, 2000

1:00 pm – 2:00 pm **Opening Session**
Mayflower – Ballroom

Welcome and Introductions
Patricia W. McNeil, Assistant Secretary
Office of Vocational and Adult Education,
U.S. Department of Education

RICHARD W. RILEY, Secretary, U.S.
Department of Education

Overview by Conference Coordinators
Nancy L. Zimpher, Chancellor,
University of Wisconsin–Milwaukee

Kenneth R. Howey, Professor, School of
Education, University of Wisconsin–
Milwaukee

2:00 pm – 2:30 pm **Transition**
Washington Plaza participants board
buses on the Desales Street side of
Mayflower Hotel.

2:30 pm - 3:30 pm **Concurrent Plenary Sessions**
Mayflower – Ballroom
Washington Plaza – Federal Hall

3:30 pm – 3:45 pm **Transition**
Participants move to Exemplary
Practices Sessions

3:45 pm – 5:15 pm **Concurrent Exemplary Practices Sessions**
Mayflower "A" Sessions:
Recruitment; Pre-Service Education Intersecting with Arts and Sciences

Washington Plaza "B" Sessions:
Teacher Preparation

Monday, January 10, 2000

7:30 am – 8:30 am **Concurrent Continental Breakfasts**
Mayflower – Ballroom
Washington Plaza – Federal Hall

8:30 am – 9:30 am **Concurrent Plenary Sessions**
Mayflower – Ballroom
Washington Plaza – Federal Hall

9:30 am – 9:45 am **Transition**
Participants move to Exemplary
Practices Sessions

9:45 am – 11:15 am **Concurrent Exemplary Practices Sessions**
Mayflower "B" Sessions:
Teacher Preparation

Washington Plaza "C" Sessions:
Contextual Teaching & Learning; Support for New Teachers

11:15 am – 11:45 am **Transition**

11:45 am – 1:15 pm **Concurrent Working Lunches**
Team Planning Sessions
Mayflower – Ballroom
Washington Plaza – Federal Hall
(See Guide for Team Planning)

1:15 pm – 2:15 pm **Concurrent Plenary Sessions**
Mayflower – Ballroom
Washington Plaza – Federal Hall

2:15 pm – 2:30 pm **Transition**
Participants move to Exemplary
Practices Sessions

2:30 pm – 4:00 pm **Concurrent Exemplary Practices Sessions**

Mayflower "C" Sessions:
Contextual Teaching & Learning; Support for New Teachers

Washington Plaza "A" Sessions:
Recruitment; Pre-Service Education Intersecting with Arts and Sciences

4:00 pm – 4:15 pm **Transition**

4:15 pm – 4:45 pm **Closing Session – Mayflower Ballroom**
"New Federal Initiatives: Where do we go from here?"
(Informal question and answer period)

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Acknowledgements

This conference has been made possible through a collaborative effort among several offices within the U.S. Department of Education. We would like to especially acknowledge the Office of Vocational and Adult Education in partnership with the National School-to-Work Office for taking the lead in the planning and financial support for this conference.

Planning Committee

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Harold S. Himmelfarb - Office of Educational Research and Improvement

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Peggi A. Zelinko - Office of Vocational and Adult Education

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MAYFLOWER AGENDA

Sunday, January 9, 2000

1:00 pm – 2:00 pm **Opening Session**
Mayflower – Ballroom

Welcome and Introductions
Patricia W. McNeil, Assistant Secretary
Office of Vocational and Adult Education,
U.S. Department of Education

RICHARD W. RILEY, Secretary, U.S.
Department of Education

Overview by Conference Coordinators
Nancy L. Zimpher, Chancellor,
University of Wisconsin–Milwaukee

Kenneth R. Howey, Professor, School of
Education, University of Wisconsin–
Milwaukee

2:00 pm – 2:30 pm **Transition**

2:30 pm – 3:30 pm **Plenary Session**
Mayflower – Ballroom
Recruitment

See Plenary page following for details.

3:30 pm – 3:45 pm **Transition**
Participants move to Exemplary
Practices Sessions

3:45 pm – 5:15 pm **Concurrent Exemplary Practices Sessions**
"A" Sessions:
Recruitment; Pre-Service Education Intersecting with Arts and Sciences

See "A" session sheet following.

Monday, January 10, 2000

7:30 am – 8:30 am **Continental Breakfast**
Mayflower – Ballroom

8:30 am – 9:30 am **Plenary Session**
Mayflower – Ballroom
Teacher Preparation

See Plenary page following for details.

9:30 am – 9:45 am **Transition**
Participants move to Exemplary
Practices Sessions

9:45 am – 11:15 am **Concurrent Exemplary Practices Sessions**
Mayflower "B" Sessions:
Teacher Preparation

See "B" session sheet following.

11:15 am – 11:45 am **Transition**

11:45 am – 1:15 pm **Working Lunch**
Team Planning Sessions
Mayflower – Ballroom

See Guide to Team Planning.

1:15 pm – 2:15 pm **Plenary Session**
Mayflower – Ballroom
Support for New Teachers

See Plenary page following for details.

2:15 pm – 2:30 pm **Transition**
Participants move to Exemplary
Practices Sessions

2:30 pm – 4:00 pm **Concurrent Exemplary Practices Sessions**

Mayflower "C" Sessions
Contextual Teaching & Learning;
Support for New Teachers

See "C" session sheet following.

4:00 pm – 4:15 pm **Transition**

4:15 pm – 4:45 pm **Closing Session – Mayflower Ballroom**
"New Federal Initiatives:
Where do we go from here?"
(Informal question and answer period)

Mayflower Plenary Sessions (Ballroom)

Plenary A: Recruitment • Sunday, 2:30 – 3:30 pm

Mildred Hudson
Advisor & Acting CEO,
Recruiting New Teachers, Inc.

Panelists:

Mary Dilworth Senior Director, Research & Information, American Association of Colleges for Teacher Education (AACTE)

Ana Maria Villegas Professor of Education, Montclair State University

Janice Poda Director, South Carolina Center for Teacher Recruitment

Plenary B: Teacher Preparation • Monday, 8:30 – 9:30 am

Frederick Frelow
Director of Urban Initiatives, National Commission
on Teaching and America's Future (NCATE)

Panelists:

Lynn Montgomery Executive Director, Association of Teacher Educators (ATE)

David Imig Chief Executive Officer, American Association of Colleges for Teacher Education (AACTE)

Arthur E. Wise President, National Council for Accreditation of Teacher Education (NCATE)

Plenary C: Support for New Teachers • Monday, 1:15 – 2:15 pm

Sharon Feiman-Nemser
Professor of Teacher Education,
Michigan State University

Panelists:

Mary Futrell Chair, Holmes Partnership Board of Directors

Sylvia Seidel Director, NEA Teacher Education Initiative

Tom Mooney President, Cincinnati Federation of Teachers
Vice-President, American Federation of Teachers

Moderator: Therese A. Dozier

Senior Advisor on Teaching, Office of the Secretary,
U.S. Department of Education

"A" Exemplary Practice Sessions

Mayflower • Sunday January 9, 2000 • 3:45 PM - 5:15 PM

Recruitment; (A 1-6)
Pre-Service Education Intersecting with Arts & Sciences (A 7-12)

A1 Pathways to Teaching: A Partnership Between Armstrong Atlantic State University and Savannah/Chatham County Schools
Evelyn Baker Dandy, Armstrong Atlantic State University
Elijah West, Garrison Elementary School
(Massachusetts Room)

A2 Recruiting Teachers from Underrepresented Populations: A Community College Collaborative Model
Ferguson Meadows, Kent State University; Jacquelyn Jefferson, Cuyahoga Community College
(New Jersey Room)

A3 Pathways to Teaching: Increasing and Supporting Minority Teachers in the Norfolk and Portsmouth Public Schools
Denise Littleton, Pathways to Teaching Program, Norfolk State University
(New Hampshire Room)

A4 South Carolina Center for Teacher Recruitment
Janice Poda, South Carolina Center for Teacher Recruitment; Barbara Weston, South Carolina Center for Teacher Recruitment
(South Carolina Room)

A5 Latino and Language Minority Teacher Project (LLMTP)
Reynaldo Baca, University of Southern California; Michael Genzuk, University of Southern California
(Virginia Room)

A6 Preparing Teachers at the Community College Level
Leslie Roberts, Miami-Dade Community College
(Chinese Room)

A7 Three New Curricular Partnerships to Foster Quality Teaching
Gary R. Galluzzo,, George Mason University; Daniele C. Struppa, George Mason University
(Maryland Room)

A8 Georgia State's Internal Collaboration to Promote Teacher Quality
Edith Guyton, Georgia State University; Beverly Armento, Georgia State University; David Vanko, Georgia State University
(Pennsylvania Room)

A9 Montclair State's Center of Pedagogy
Nicholas M. Michelli, Montclair State University; Tina Jacobowitz, Montclair State University
(Georgia Room)

A10 University of Dayton's Interdisciplinary CORE Curriculum
Thomas J. Lasley II, University of Dayton; John Geiger, University of Dayton; Patrick F. Palermo, University of Dayton
(North Carolina Room)

A11 Project SUCCEED: School University Community Coalition for Excellence In Education
Sam J. Yarger, University of Miami; Janette Klingner, University of Miami
(New York Room)

A12 Infusing Technology into the Teacher Education Program
James Cooper, Curry School of Education, University of Virginia. Cheryl Mason, Curry School of Education, UVA; Glen Bull, Curry School of Education, UVA.
(Rhode Island Room)

"B" Exemplary Practice Sessions

Mayflower • Monday January 10, 2000 • 9:45 PM - 11:15 PM

Teacher Preparation

B1 Bringing Diverse Populations into the Teacher Certification Process at Wayne State University
Paula Wood, Wayne State; Sharon Elliott, Wayne State; Janice Green, Wayne State ; Annie Comer-Jacobs, Wayne Co. Community College District; Beverly Schneider, Detroit Public Schools
(Pennsylvania Room)

B2 Bank Street College's Unique Approach to Teacher Education
Patricia Wasley, Bank Street College; Judith A. Rizzo, New York City Board of Education; Scott Noppe-Brandon, Lincoln Institute for the Arts in Education; Linda Levine, Bank Street College
(Massachusetts Room)

B3 The Open University's Postgraduate Certificate in Education: A Pre-Service Teacher Training Programme
Ann Shelton Mayes, Open University, UK
(Chinese Room)

B4 Cincinnati Professional School Partnerships
Anthony Perzigian, University of Cincinnati; Lawrence Johnson, University of Cincinnati; Florence Newell, University of Cincinnati; Martha Hendricks, University of Cincinnati; Tom Mooney, Cincinnati Federation of Teachers; Rosa Blackwell, Cincinnati Public Schools
(Lincoln Room)

B5 Model Collaborations Between the University of Colorado at Denver and Local Public Schools
Tom Bellamy, University of Colorado–Denver; Lynn Rhodes, UC-Denver
(Virginia Room)

B6 Restructuring and Assessment for Quality Teacher Preparation
Katherine Rasch , Maryville University; Germain Murray, Maryville University
(New Hampshire Room)

B7 Preparing Tomorrow's Teachers to Use Technology
Thomas Switzer, University of Northern Iowa; Bill Callahan, University of Northern Iowa
(South Carolina Room)

B8 Extended Teacher Education Program (ETEP)
Richard H. Card, University of Southern Maine; Walter Kimball, University of Southern Maine
(Maryland Room)

B9 Meeting the Challenge of High Quality Teacher Education: Why Higher Education Must Change
Arturo Pacheco, University of Texas at El Paso
(Georgia Room)

B10 Synergistic Partnerships: Univ. of Tennessee at Chattanooga and Hamilton County Department of Education
Mary P. Tanner, University of Tennessee-Chattanooga; Bill Stacy, University of Tennessee-Chattanooga; Jesse Register, Superintendent, Hamilton County Schools
(North Carolina Room)

B11 Improving Pre-Service Teacher Preparation
Charles J. Ksir, University of Wyoming; Guy Westhoff, University of Wyoming
(Senate Room)

B12 Partnerships for Teacher Preparation: An All University Effort with Milwaukee Public Schools
Linda Post, University of Wisconsin-Milwaukee; Beverly Cross, University of Wisconsin-Milwaukee
(New York Room)

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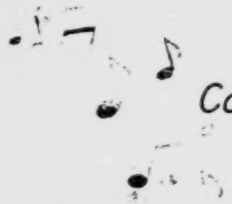
"C" Exemplary Practice Sessions

Mayflower • Monday January 10, 2000 • 2:30 PM - 4:00 PM



Contextual Teaching & Learning (C-1-5; C-10)
Support for New Teachers (C-6-12)

C1 The Juggling Act: Preparing Teachers While Trying to Support Secondary Student Achievement, an Urban Initiative
Maxine B. Freund, George Washington University; Nataki Reynolds, George Washington; Lynda Tredway, George Washington; Joan Brown, Cardozo High School
(Georgia Room)

C2 Contextual Teaching and Learning in Pre-Service Teacher Education: Two Programs
Richard Lynch, University of Georgia; Albert Smith, University of Washington
(Virginia Room)

C3 Contextual Teaching and Learning: Five Profiles
Susan Sears, The Ohio State University; Susan Hersch, The Ohio State University
(New Jersey Room)

C4 Preparing and Supporting High Quality Teachers: The Power of Partnerships
Peter Winograd, University of New Mexico; Theresa Kokoski, University of New Mexico; Sharon Olguin, Director, Career Development Program; Rosalita Mitchell, Univ. of New Mexico
(Massachusetts Room)

C5 Connecting Teaching and Learning in Teacher Preparation and Licensing
Meredith Brodsky, Western Oregon University; Helen Woods, Western Oregon University
(New Hampshire Room)

C6 Mentoring New Teachers: The Santa Cruz New Teacher Project
Ellen Moir, University of California-Santa Cruz; Rain Bongolan, Santa Cruz New Teacher Project; Noni Reis, Starlight Elementary School
(South Carolina Room)

C7 Towards a Seamless Transition: Columbus Peer Assistance & Review Program
John Grossman, Columbus Education Association; Sandra A. Stroot, The Ohio State University
(Senate Room)

C8 The MINT Program: Mentoring and Induction for New Teachers
Victoria Chou, University of Illinois-Chicago; Steve Tozer, University of Illinois-Chicago
(Maryland Room)

C9 The Urban Teacher Partnership: A University/ School District Collaboration
Sandra J. Odell, University of Nevada, Las Vegas; Marilyn McKinney, UNLV
(Chinese Room)

C10 Contextual Teaching and Learning: A Problem-Based Approach
Steve Ryan, Assistant Professor, School of Education, University of Louisville; Ann Larson, School of Education, University of Louisville
(North Carolina Room)

C11 Teacher Residency Program
Patricia Thornton, University of Minnesota; Julie Kalnin, University of Minnesota; Louise Sundin, Minneapolis Federation of Teachers
(New York Room)

C12 North Carolina State's Model Clinical Teaching Program
Alan J. Reiman , North Carolina State University; Sandy DeAngelis Peace, North Carolina State; Doris Terry Williams, North Carolina Central University; JoAnn Duncan, English Teacher, Carey High School
(Pennsylvania Room)

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WASHINGTON PLAZA AGENDA

Sunday, January 9, 2000

1:00 pm – 2:00 pm **Opening Session**
Mayflower – Ballroom

Welcome and Introductions
Patricia W. McNeil, Assistant Secretary
Office of Vocational and Adult Education,
U.S. Department of Education

RICHARD W. RILEY, Secretary, U.S.
Department of Education

Overview by Conference Coordinators
Nancy L. Zimpher, Chancellor,
University of Wisconsin–Milwaukee
Kenneth R. Howey, Professor, School of
Education, University of Wisconsin–
Milwaukee

2:00 pm – 2:30 pm **Transition**

2:30 pm – 3:30 pm **Plenary Session**
Washington Plaza – Federal Hall
Teacher Preparation
See Plenary page following for details.

3:30 pm – 3:45 pm **Transition**
Participants move to Exemplary
Practices Sessions

3:45 pm – 5:15 pm **Concurrent Exemplary Practices Sessions**
"B" Sessions:
Teacher Preparation
See "B" session sheet following.

Monday, January 10, 2000

7:30 am – 8:30 am **Continental Breakfast**
Washington Plaza – Federal Hall

8:30 am – 9:30 am **Plenary Session**
Washington Plaza – Federal Hall
Support for New Teachers
See Plenary page following for details.

9:30 am – 9:45 am **Transition**
Participants move to Exemplary
Practices Sessions

9:45 am – 11:15 am **Concurrent Exemplary Practices Sessions**
Washington Plaza "C" Sessions
Contextual Teaching & Learning;
Support for New Teachers
See "C" session sheet following.

11:15 am – 11:45 am **Transition**

11:45 am – 1:15 pm **Working Lunch**
Team Planning Sessions
Washington Plaza – Federal Hall
See Guide to Team Planning.

1:15 pm – 2:15 pm **Plenary Session**
Washington Plaza – Federal Hall
Recruitment
See Plenary page following for details.

2:15 pm – 2:30 pm **Transition**
Participants move to Exemplary
Practices Sessions

2:30 pm – 4:00 pm **Concurrent Exemplary Practices Sessions**
"A" Sessions:
Recruitment; Pre-Service Education
Intersecting with Arts and Sciences
See "A" session sheet following.

4:00 pm – 4:15 pm **Transition**

4:15 pm – 4:45 pm **Closing Session – Mayflower Ballroom**
"New Federal Initiatives:
Where do we go from here?"
(Informal question and answer period)

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Washington Plaza Plenary Sessions (Federal Hall)

Plenary B: Teacher Preparation • Sunday, 2:30 – 3:30 pm

Frederick Frelow
Director of Urban Initiatives, National Commission
on Teaching and America's Future (NCATE)

Panelists:

Lynn Montgomery Executive Director, Association of Teacher Educators (ATE)

David Imig Chief Executive Officer, American Association of Colleges for Teacher Education (AACTE)

Arthur E. Wise President, National Council for Accreditation of Teacher Education (NCATE)

Plenary C: Support for New Teachers • Monday, 8:30 – 9:30 am

Sharon Feiman-Nemser
Professor of Teacher Education,
Michigan State University

Panelists:

Mary Futrell Chair, Holmes Partnership Board of Directors

Sylvia Seidel Director, NEA Teacher Education Initiative

Tom Mooney President, Cincinnati Federation of Teachers
Vice-President, American Federation of Teachers

Plenary A: Recruitment • Monday, 1:15 – 2:15 pm

Mildred Hudson
Advisor & Acting CEO,
Recruiting New Teachers, Inc.

Panelists:

Mary Dilworth Senior Director, Research & Information, American Association of Colleges for Teacher Education (AACTE)

Ana Maria Villegas Professor of Education, Montclair State University

Janice Poda Director, South Carolina Center for Teacher Recruitment

Moderator: Nancy Zimpher

Chancellor, University of Wisconsin–Milwaukee

"B" Exemplary Practice Sessions

Washington Plaza • Sunday January 9, 2000 • 3:45 pm - 5:15 pm

Teacher Preparation

B1 Bringing Diverse Populations into the Teacher Certification Process at Wayne State University

Paula Wood, Wayne State; Sharon Elliott, Wayne State; Janice Green, Wayne State ; Annie Comer-Jacobs, Wayne Co. Community College District; Beverly Schneider, Detroit Public Schools

(Federal Hall Foyer)

B2 Bank Street College's Unique Approach to Teacher Education

Patricia Wasley, Bank Street College; Judith A. Rizzo, New York City Board of Education; Scott Noppe-Brandon, Lincoln Institute for the Arts in Education; Linda Levine, Bank Street College

(Senate Room)

B3 The Open University's Postgraduate Certificate in Education: A Pre-Service Teacher Training Programme

Ann Shelton Mayes, Open University, UK

(Washington Room)

B4 Cincinnati Professional School Partnerships

Anthony Perzigian, University of Cincinnati; Lawrence Johnson, University of Cincinnati; Florence Newell, University of Cincinnati; Martha Hendricks, University of Cincinnati; Tom Mooney, Cincinnati Federation of Teachers; Rosa Blackwell, Cincinnati Public Schools

(Franklin Room)

B5 Model Collaborations Between the University of Colorado at Denver and Local Public Schools

Tom Bellamy, University of Colorado–Denver; Lynn Rhodes, UC-Denver

(Diplomat Room)

B6 Restructuring and Assessment for Quality Teacher Preparation

Katherine Rasch , Maryville University; Germain Murray, Maryville University

(Alcove Area)

B7 Preparing Tomorrow's Teachers to Use Technology

Thomas Switzer, University of Northern Iowa; Bill Callahan, University of Northern Iowa

(Lobby Foyer)

B8 Extended Teacher Education Program (ETEP)

Richard H. Card, University of Southern Maine; Walter Kimball, University of Southern Maine

(Adams Room)

B9 Meeting the Challenge of High Quality Teacher Education: Why Higher Education Must Change

Arturo Pacheco, University of Texas at El Paso

(Cabinet Room)

B10 Synergistic Partnerships: Univ. of Tennessee at Chattanooga and Hamilton County Department of Education

Mary P. Tanner, University of Tennessee-Chattanooga; Bill Stacy, University of Tennessee-Chattanooga; Jesse Register, Superintendent, Hamilton County Schools

(Lincoln Room)

B11 Improving Pre-Service Teacher Preparation

Charles J. Ksir, University of Wyoming; Guy Westhoff, University of Wyoming

(Jefferson Room)

B12 Partnerships for Teacher Preparation: An All University Effort with Milwaukee Public Schools

Linda Post, University of Wisconsin-Milwaukee; Beverly Cross, University of Wisconsin-Milwaukee

(Congressional Room)

"C" Exemplary Practice Sessions

Washington Plaza • Monday January 10, 2000 • 9:45 AM - 11:15 AM

Contextual Teaching & Learning (C-1-5; C-10)
Support for New Teachers (C-6-12)

C1 The Juggling Act: Preparing Teachers While Trying to Support Secondary Student Achievement, an Urban Initiative

Maxine B. Freund, George Washington University; Nataki Reynolds, George Washington; Lynda Tredway, George Washington ; Joan Brown, Cardozo High School

(Washington Room)

C2 Contextual Teaching and Learning in Pre-Service Teacher Education: Two Programs

Richard Lynch, University of Georgia; Albert Smith, University of Washington

(Diplomat Room)

C3 Contextual Teaching and Learning: Five Profiles

Susan Sears, The Ohio State University; Susan Hersch, The Ohio State University

(Cabinet Room)

C4 Preparing and Supporting High Quality Teachers: The Power of Partnerships

Peter Winograd, University of New Mexico; Theresa Kokoski, University of New Mexico; Sharon Olguin, Director, Career Development Program; Rosalita Mitchell, Univ. of New Mexico

(Franklin Room)

C5 Connecting Teaching and Learning in Teacher Preparation and Licensing

Meredith Brodsky, Western Oregon University; Helen Woods, Western Oregon University

(Jefferson Room)

C6 Mentoring New Teachers: The Santa Cruz New Teacher Project

Ellen Moir, University of California-Santa Cruz; Rain Bongolan, Santa Cruz New Teacher Project; Noni Reis, Starlight Elementary School

(Adams Room)

C7 Towards a Seamless Transition: Columbus Peer Assistance & Review Program

John Grossman, Columbus Education Association; Sandra A. Stroot, The Ohio State University

(Alcove Area)

C8 The MINT Program: Mentoring and Induction for New Teachers

Victoria Chou, University of Illinois-Chicago; Steve Tozer, University of Illinois-Chicago

(Lobby Foyer)

C9 The Urban Teacher Partnership: A University/ School District Collaboration

Sandra J. Odell, University of Nevada, Las Vegas; Marilyn McKinney, UNLV

(Senate Room)

C10 Contextual Teaching and Learning: A Problem-Based Approach

Steve Ryan, Assistant Professor, School of Education, University of Louisville; Ann Larson, School of Education, University of Louisville

(Federal Hall Foyer)

C11 Teacher Residency Program

Patricia Thornton, University of Minnesota; Julie Kalnin, University of Minnesota; Louise Sundin, Minneapolis Federation of Teachers

(Lincoln Room)

C12 North Carolina State's Model Clinical Teaching Program

Alan J. Reiman , North Carolina State University; Sandy DeAngelis Peace, North Carolina State; Doris Terry Williams, North Carolina Central University; JoAnn Duncan, English Teacher, Carey High School

(Congressional Room)

"A" Exemplary Practice Sessions

Washington Plaza • Monday January 10, 2000 • 2:30 PM - 4:00 PM

Recruitment; (A 1-6)
Pre-Service Education Intersecting with Arts & Sciences (A 7-12)

A1 **Pathways to Teaching: A Partnership Between Armstrong Atlantic State University and Savannah/Chatham County Schools**

Evelyn Baker Dandy, Armstrong Atlantic State University
Elijah West, Garrison Elementary School
(Jefferson Room)

A2 **Recruiting Teachers from Underrepresented Populations: A Community College Collaborative Model**

Ferguson Meadows, Kent State University; Jacquelyn Jefferson, Cuyahoga Community College
(Lobby Foyer)

A3 **Pathways to Teaching: Increasing and Supporting Minority Teachers in the Norfolk and Portsmouth Public Schools**

Denise Littleton, Pathways to Teaching Program, Norfolk State University
(Diplomat Room)

A4 **South Carolina Center for Teacher Recruitment**

Janice Poda, South Carolina Center for Teacher Recruitment; Barbara Weston, South Carolina Center for Teacher Recruitment
(Senate Room)

A5 **Latino and Language Minority Teacher Project (LLMTP)**

Reynaldo Baca, University of Southern California; Michael Gerzuk, University of Southern California
(Franklin Room)

A6 **Preparing Teachers at the Community College Level**

Leslie Roberts, Miami-Dade Community College
(Lincoln Room)

A7 **Three New Curricular Partnerships to Foster Quality Teaching**

Gary R. Galluzzo,, George Mason University; Daniele C. Struppa, George Mason University
(Federal Hall Foyer)

A8 **Georgia State's Internal Collaboration to Promote Teacher Quality**

Edith Guyton, Georgia State University; Beverly Armento, Georgia State University; David Vanko, Georgia State University
(Congressional Room)

A9 **Montclair State's Center of Pedagogy**

Nicholas M. Michelli, Montclair State University; Tina Jacobowitz, Montclair State University
(Adams Room)

A10 **University of Dayton's Interdisciplinary CORE Curriculum**

Thomas J. Lasley II, University of Dayton; John Geiger, University of Dayton; Patrick F. Palermo, University of Dayton
(Alcove Area)

A11 **Project SUCCEED: School University Community Coalition for Excellence In Education**

Sam J. Yarger, University of Miami; Janette Klingner, University of Miami
(Cabinet Room)

A12 **Infusing Technology into the Teacher Education Program**

James Cooper, Curry School of Education, University of Virginia. Cheryl Mason, Curry School of Education, UVA; Glen Bull, Curry School of Education, UVA.
(Washington Room)

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National Conference on Teacher Quality
January, 2000

Biographical Sketches of Presenters

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ARMENTO

Beverly J. Armento is Research Professor and Chair of the Middle/Secondary Education and Instructional Technology Department at Georgia State University, Atlanta, Georgia. She is currently the Chair of the Professional Education Council at GSU, the major policy group overseeing the development and implementation of educator preparation programs. In addition, Dr. Armento coordinates the University's Co-Reform of Schools and Teacher Education Programs Initiative.

BACA

Reynaldo Baca is Research Professor of Education at the Rossier School of Education, University of Southern California, and co-director of the Center for Multilingual Multicultural Research. He is project director of the Latino and Language Minority Teacher Projects, research director of a Bank America-funded project working with beginning bilingual teachers in an induction program. Dr. Baca is the principle investigator for a doctoral program to prepare future professors of language minority teacher education. His specializations are the sociology of education, Mexican immigration, program evaluation for school reform, and teacher education.

BELLAMY

Thomas Bellamy is the Dean of the School of Education at the University of Colorado at Denver. With experience as a teacher, a teacher educator, university administrator, and research center director, Dr. Bellamy emphasizes partnerships with P-12 schools as a central feature of the preparation of educators. Prior to joining the University of Colorado at Denver, Dr. Bellamy served as the Director of the U. S. Office of Special Education Programs.

BLACKWELL

Rosa Blackwell is a longtime advocate for quality education and is Assistant Superintendent of Cincinnati Public Schools.

BONGOLAN

Rain Bongolan is an advisor with the Santa Cruz New Teacher Project, in Santa Cruz, California.

BRODSKY

Meredith Brodsky received her doctorate in Special Education and Rehabilitation at the University of Oregon. She has been a teacher of deaf-blind children, a special education director, a state program manager, and a faculty member. She is currently the Dean of the School of Education of Western Oregon University and a member of the Oregon Teacher Standards and Practices Commission.

BROWN

Joan Brown is a teacher at Cardozo High School and the Coordinator of the Explorers Ninth Grade Learning Community. As such, she has helped to formulate the goals and objectives of the partnership, is a cooperating teacher for two graduate teacher interns, and co-facilitates the graduate teaching seminar. She is a team member of the GWU/Cardozo UNITE team.

BULL

Glen Bull is Professor of Instructional Technology in the Curry School of Education, University of Virginia. He is co-director of the Curry Center for Technology and Teacher Education. He is immediate past president of the Society for Information Technology and Teacher Education (SITE) and co-editor of a forthcoming interactive online journal, *Contemporary Issues in Technology and Teacher Education,* that will serve as an electronic counterpart of the current SITE journal, the *Journal of Technology and Teacher Education.*

CALLAHAN

William Callahan is the Associate Dean of the College of Education at the University of Northern Iowa and has been active in this field for the past 15 years.

CARD

Richard Card has been associated with the University of Southern Maine's Extended Teacher Education Program as an instructor, site coordinator, and director. He spent over 20 years in K-12 education before joining the University of Maine System in 1991. Dick has served as a teacher, principal, superintendent of schools, and deputy commissioner in Maine's Department of Education. At USM he works both in teacher and administrator preparation programs.

CHOU

Victoria Chou was appointed Dean of the College of Education at the University of Illinois at Chicago in fall 1997. Prior to that she was Associate Dean of the College from 1989-1996, and Acting Dean from 1996-97. Dr. Chou received her Ph.D. in Curriculum and Instruction from the University of Wisconsin - Madison in 1976. As a Professor of Curriculum and Instruction, she has published extensively in the field of reading research in such journals as Review of Educational Research, Reading Research Quarterly, and the Journal of Educational Research. As Dean, she has deepened the College commitment to urban educational change through teacher preparation, research in urban education, and partnerships with Chicago Public Schools.

COMER-JACOBS

Annie Comer-Jacobs received a B.A. in social studies from Grand Valley State University, an M.A. in reading at the University of Cincinnati, and is currently a Ph.D. candidate at Michigan State University. With more than twenty-five years of experience in education, she has worked at the elementary, high school and college levels. She became Provost at the Wayne County Community College District's Eastern Campus in October 1993. As provost, she plans and directs academic programming, community services, student affairs, support services and public relations for the campus of about 1,800 students located on the east side of Detroit.

COOPER

James M. Cooper is Commonwealth Professor of Education in the Curry School of Education, University of Virginia, where he served as dean from 1984-1994. His books and articles address the areas of teacher education, supervision of teachers, case studies in teacher education, and technology and teacher education.

CROSS

Beverly Cross received her M.A. and Ph.D. degrees from Ohio State University. She conducts qualitative inquiry related to curriculum planning, urban education, professional development, and school reform. Professor Cross writes in the areas of diversity in education, urban education, multi-cultural curriculum, and action research. Her teaching areas are curriculum theory and design, human education, and professional development. Professor Cross is a frequent presenter at national and state conferences. Her research interests include teacher personal theorizing, multi-cultural and anti-racist pedagogical practices, and urban school curriculum reform. She has had hands-on experience teaching at the secondary level in an urban school district.

DANDY

Evelyn B. Dandy is a tenured Professor of Education and Director of Armstrong Atlantic State University's (AASU) Pathways to Teaching Program. She earned a Doctor of Philosophy degree in reading/linguistics from the University of South Carolina. She has taught at the elementary, middle school and college levels and in inner city as well as suburban schools. On two separate occasions she has received the outstanding faculty award, and she has lectured in Canada, Ireland, Commonwealth of Independent States, China, Hungary, Turkey and Mexico.

DILWORTH

Mary Dilworth, Ed.D. (Catholic University) is the Senior Director for Research for the American Association of Colleges for Teacher Education and also serves as Director of the ERIC Clearinghouse on Teaching and Teacher Education. Before joining the Association staff, Dr. Dilworth worked for Howard University where she served as a Research Fellow with the Institute for the Study of Educational Policy (ISEP) and subsequently as Coordinator of Howard University Hospital's Education and Training unit. Mary Dilworth has served on a number of national education advisory boards including the U.S. Department of Education's National Center for Research on Teacher Learning, the NAACP, the National Urban League, and the National Council of Negro Women. She has written and

edited numerous books, articles and reports, most recently authoring the Jossey-Bass publication, *Diversity in Teacher Education, New Expectations.*

DOZIER

Therese Knecht Dozier is a special advisor on teaching to U.S. Secretary of Education Richard Riley. The appointment is the first of its kind at the Department. Dozier directs the Department's teaching initiative, which was created in response to the President's call to action, and coordinated Department-wide efforts to ensure there will be "a talented, dedicated, and well-prepared teacher in every classroom." Dozier is responsible for helping to bridge communications between the nation's teachers and the Department's top policy makers by soliciting teachers' views and by presenting the teachers' perspective on various issues. She is working to ensure that teachers in the field have the knowledge of the Department's resources, technology, and most effective teaching practices and programs.

DUNCAN

JoAnn Hines Duncan is an English teacher at Cary High School. She has over 30 years of teaching experience, and has been active in a number of national, state, and regional initiatives related to teacher professional development. She played a leading role in N.C. State's school/university partnership called the Triangle East Partners in Education. JoAnn has served as a mentor teacher for 15 years. In addition, she has been actively involved as a school-based teacher educator and clinical instructor. She has authored several publications on teacher professional development.

ELLIOT

Dr. Sharon Elliott is the Assistant Dean for Teacher Education in the College of Education at Wayne State University.

FEIMAN-NEMSER

Sharon Feiman-Nemser is a professor of teacher education at Michigan State University. For the past twenty-five years she has been directly involved in the study and practice of teacher education at the pre-service, induction, and in-service levels. At Michigan State, Dr. Feiman-Nemser co-directs a five-year, field-based pre-service program and works closely with interns, teachers and doctoral students. She recently completed a cross-cultural study of mentoring in China, England and the U.S. and is currently writing a book about that research. She is also directing a national study of beginning teacher induction programs funded by the OERI. Dr. Feiman-Nemser chairs the elementary INTASC standards committee and serves on the middle childhood generalist committee of the National Board for Professional Teaching Standards. She has written extensively on the curriculum of teacher education, teacher learning, and mentoring.

FRELOW

Frederick J. Frelow is the Director of National Affairs for the National Commission on Teaching and America's Future (NCTAF). His responsibilities include the coordination of national outreach and district initiatives for the NCTAF. Dr. Frelow is also working with Linda Darling-Hammond, NCTAF's executive director on research on teacher education and teacher development in Cincinnati, Ohio; Rochester, New York; New York City; and Stanford, Connecticut. Before coming to the Commission in 1997, Dr. Frelow worked as Director of Curriculum in the Nyack, New York Public Schools; Director of Magnet Programs in Louis Armstrong Middle School, Queens, New York; Research Associate for the National Center for Restructuring Education, Schools, and Teaching; and as a history teacher in Newton, Massachusetts.

FREUND

Maxine B. Freund is a Professor of Special Education in the Graduate School of Education and Human Development at The George Washington University and Director of the School's Special Projects. She is Principle Investigator of the Urban Initiative Project, working with related Professional Development School Partnerships. Professional Development School work is undertaken as a collaborative process with local school systems. It is supported through the Capital Educators Group and associated work with Project UNITE and The Holmes Partnership.

FUTRELL

Mary Hatwell Futrell, Ed.D. an internationally known educator and former president of the National Education Association (NEA) is the dean of The George Washington University Graduate School of Education and Human Development (GW/GSEHD) in Washington D.C. She was appointed dean in 1995. Dean Futrell is Professor of Education and Director of the Institute for Curriculum, Standards, and Technology. Through the institute, GW/GSEHD has taken a leadership role in supporting teachers participating in the National Board for Professional Standards voluntary certification process. In addition to her unprecedented six-year term leading the NEA, Dean Futrell is the president of Education International, which represents 23,000 educators worldwide. She is a former president of the World Confederation of Organizations of the Teaching Profession and was a senior consultant for Quality Education for Minorities Network. Dean Futrell serves on the boards of the Carnegie Foundation for the Advancement of Teaching, Kettering Foundation, and the Institute for Educational Leadership.

GALLUZZO

Gary R. Galluzzo is Dean and Professor in the Graduate School of Education of George Mason University. Dean Galluzzo was formerly Professor and Dean of the College of Education at the University of Northern Colorado. He is a former high school social studies teacher in New York. He currently serves as a member of the Board of Directors of the National Board for Professional Teaching Standards. He is a former member of the Board of Directors of the American Association of Colleges for Teacher Education (AACTE). He was a member of the AACTE Research and Information Committee which conducted eight annual national studies of teacher education and published the monograph series, *Teaching Teachers: Facts and Figures*, known as the Research About Teacher Education (RATE) Project. He is co-author of *The Rise and Stall of Teacher Education Reform*.

GEIGER

John Geiger is the Senior Vice President for Academic Affairs and Provost at the University of Dayton. He has been an administrator and member of the UD faculty for 26 years. Before becoming Provost, Geiger created the School of Education's Office of Educational Services and its Department of Teacher Education; led the University in the redesign of its general education program; and developed the University's teaching consultant program to help professors become better teachers. Dr. Geiger has given more than 200 workshops around the country on such topics as the future of higher education in the United States, moral education, learning effectiveness, and faculty development. He holds a doctorate in educational foundations and curriculum from Marquette University. He has been the University's Professor of the Year and received a number of special awards from the University and professional associations. He has over 50 publications and has received over $1 million in research and development grants.

GENZUK

Michael Genzuk is Clinical Associate Professor of Education at the Rossier School of Education, Division of Learning and Instruction, University of Southern California. He is the co-director of the Center for Multilingual Multicultural Research, principle investigator of the Ford Foundation-funded Latino and Language Minority Teacher Project, and co-principal investigator, with the National Center for Research on Diversity, Education, and Excellence, on a study examining Latino paraeducators' funds of knowledge and the improvement of literacy instruction. Dr. Genzuk's interests focus on the academic achievement of language minority students, the design and implementation of bilingual programs utilizing primary language content instruction, and the improvement and reform of teacher education and teacher educators.

GREEN

Janice W. Green has over 20 years of higher education experience as a counselor, faculty member and administrator. She has worked with elementary, secondary and post secondary students in urban and suburban settings. Currently she is the Assistant Dean of Academic Services for the College of Education at Wayne State University. Dr. Green has presented numerous workshops on student services, retention, and strategies to increase diversity within higher education. She has been the recipient of many awards for her outstanding contributions to the field of higher education.

GROSSMAN

John E. Grossman has been the President of the Columbus Education Association (an affiliate of the NEA) since 1978. This local has received a great deal of attention since it implemented the Peer Assistance & Review (PAR) Program in 1985. A series of innovative partnerships have been developed which resulted in Columbus receiving one of the first Saturn Awards (presented by the UAW/NEA). Mr. Grossman serves as vice-chair on the Commission on the Crisis of the Urban Child. He is active in the TURN Network, chairing the higher education component. He has served on many boards including that of the Holmes Partnership where he currently is co-chair of the UNITE Project.

GUYTON

Edith Guyton is Professor of Early Childhood Education at Georgia State University and is the president of the Association of Teacher Educators (1999-2000). She is an editor of the 1996 *Handbook of Research on Teacher Education* and has published many articles on teacher education. Her primary focus is on field experiences, multicultural education, and constructivist teacher education. She is co-editor of the *Teacher Education Yearbook*, an annual publication of research in teacher education. Dr. Guyton coordinates the Educational Specialist program in Early Childhood Education.

HENDRICKS

Martha Hendricks is a Research Associate with the College of Education of the University of Cincinnati.

HERSH

Susan Hersh is a researcher in contextual teaching and learning at The Ohio State University in Columbus, Ohio. She is also the Chief Operating Officer of The Holmes Partnership. Hersh has been involved in several funded projects focusing on entry year teaching and contextual teaching and learning. Her teaching and research interests include teacher education and special education.

HOWEY

Kenneth R. Howey is a professor in the School of Education at the University of Wisconsin - Milwaukee. He is also the Director of the national Urban Network to Improve Teacher Education. For over three decades he has been engaged in studies of how teachers are educated and has led reform efforts to improve this important enterprise. He is the author and editor of several books concerned with the preparation of teachers. In 1999, along with Nancy Zimpher, he was honored by the American Association of Colleges for Teacher Education for his contribution over time to the education of teachers.

HUDSON

Mildred J. Hudson is currently Senior Advisor and Acting CEO at Recruiting New Teachers, Inc., in Belmont, Massachusetts. She has taught from nursery school through the university level, trained educational administrators, teachers, and parents throughout the United States, and served as a senior advisor to college presidents, deans of education, and city, state and national organizations. During 1997-98 Dr. Hudson traveled to Australia, Hong Kong, China, Thailand, and Japan to examine issues concerning educational administration, teacher recruitment and school reform. As a program officer at the DeWitt Wallace-Reader's Digest Fund for seven years, Dr. Hudson was responsible for developing and implementing roughly $100 million in educational programs designed to increase educational and career opportunities for low-income youth. Her teacher recruitment and preparation program, *Pathways to Teaching Careers*, was endorsed by the U.S. Department of Education and President Clinton as a part of his national educational initiative adopted for the nation's public schools.

IMIG

David G. Imig, President and Chief Executive Officer of the American Association of Colleges for Teacher Education, has more than 30 years of experience in educational practice, research, and policy. In 1999 he was appointed by the AACTE Board of Directors to be president and chief executive officer. Currently he represents AACTE on the Washington Higher Education Secretariat and the Learning First Alliance. He is a senior associate of the National Network for Educational Renewal and member of the Business-Education Council of the Conference Board. He serves as Advisory Commissioner to the Education Commission of the States and a member of the

National Policy Board for Educational Administration. Since 1990, he has served on the Coordinating Board and Executive Board of the National Council for Accreditation of Teacher Education. He is a member of the Executive Committee for the federally funded National Partnership for Excellence and Accountability in Teaching project.

JACOBOWITZ

Tina Jacobowitz is a Professor in the Department of Reading and Educational Media and Coordinator of the Agenda for Education in a Democracy, at Montclair State University. Her publications deal with admissions to teacher education and developing leaders for the education of educators.

JEFFERSON

Jacquelyn L. Jefferson is a Counselor/Professor at Cuyahoga Community College (CCC) in Cleveland, Ohio. Her primary responsibilities include counseling, academic/career advising and teaching. Jackie has been a part of several college programs designed to recruit and retain non-traditional students in higher education. She served as the CCC program coordinator for the Kent State University Teaching Leadership Consortium Project and the CCC/NASA Pre-Education Science and Math Pipeline.

JOHNSON

Lawrence Johnson is the Interim Dean of the College of Education, University of Cincinnati.

KALNIN

Julie Kalnin is a recent graduate of UC Berkeley and now teaches in the University of Minnesota College of Education. She is a co-author *of Inside City Schools*, which examines issues of literacy and urban education from both a university and teacher research perspective. Her current research focuses on how participating in teacher research influences urban teachers' theories of practice.

KAPPNER

Augusta Souza Kappner has served as the President of the Bank Street College or Education since 1995. Prior to her appointment at Bank Street, Dr. Kappner served as the Assistant Secretary for Vocational and Adult Education for the United States Department of Education. Prior to her service in the Department of Education she served as Acting President of the City College of the City of New York and the President of the Borough of Manhattan Community College. Dr. Kappner also chairs the advisory board of the Fund for the Improvement of Post Secondary Education. She received her Doctorate in social welfare policy from Columbia University.

KIMBALL

Walter Kimball is the Chairman of the Teacher Education Department of the University of Southern Maine. For ten years, Kimball has been co-coordinating, along with school-based teacher educators, a year-long graduate internship for cohort groups of 15-20 pre-service teachers in professional development schools.

KLINGNER

Janette Klingner is an Assistant Professor at the University of Miami. Dr. Klingner has been the Professor in Residence at Flamingo Elementary since it became a PDS in 1995. She has been instrumental in facilitating school and university reforms, including developing an innovative new supervision model for university interns based on a team approach, and designing the Elementary Certification with a TESOL endorsement program at UM. She is active in the Holmes Partnership and UNITE. Currently, she is the co-Principal Investigator on two research grants funded through the U.S. Department of Education Office of Special Education Programs (OSEP): *The Sustainability of Effective Practices with* Dr. Marie Hughes and *In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students*, with Dr. Beth Harry. Her involvement in these projects has resulted in numerous publications and national conference presentations. Dr. Klingner taught for ten years as a K-8 bilingual special education teacher.

KOKOSKI

Teresa M. Kokoski is an Associate Professor of Science Education and presently serves as Coordinator of the Mathematics, Science, Environmental and Technology Education Program in the College of Education at the

University of New Mexico. At UNM Dr. Kokoski has authored articles published in *Science and Children, Young Children*, and *Dimensions in Early Childhood Education*. She has also acquired a number of grants emphasizing the professional development of K-12 teachers in science, mathematics and technology, curriculum reform, and standards-based practice. Her research focus includes teacher professional development, student self-esteem, and efficacy in science education, standards-based teaching.

KSIR

Charles J. Ksir has been the Dean of the University of Wyoming College of Education since 1997 and is a Professor of Psychology. His research and teaching specialty is in psychopharmacology. He has his BA in Psychology from the University of Texas in Austin and received his Ph.D. in Experimental Psychology from Indiana University in Bloomington. He was a Post-doctoral fellow in Neurobiology at the Worcester Foundation for Experimental Biology in Massachusetts, the former Chair of the Psychology Department, and a former member of the Albany County Board of Education. He is the Co-author of the college textbook, *Drugs, Society, and Human Behavior* (8th edition, 1999).

LARSON

Ann Larson is an assistant professor in the Department of Secondary Education, University of Louisville. Her areas of specialty are teacher education, curriculum theory, and social foundations of education. She is a 14-year secondary and middle school English language arts teacher. Larson currently teaches in a M.A.T. Professional Development Schools model of a teacher education program. Her work in collaboration with educators in schools is connected to Kentucky Education Reform Act initiatives and teachers and graduate courses with in-service teachers.

LASLEY

Thomas J. Lasley II is Joseph Panzer Professor of Education and Dean, School of Education at the University of Dayton. Dr. Lasley is past president of the Project 30 Alliance, a national organization that interfaces the interests of education and arts and sciences faculty. Project 30 was an initiative of AACTE and CCAS (Council of Arts and Sciences Deans) and was funded by the Carnegie Foundation. Dr. Lasley has published in excess of 65 articles in professional journals. He has authored or co-authored seven books. His most recent book is *Effective Teaching*, published by McGraw-Hill.

LEVINE

Linda Levine is an educational anthropologist and Associate Dean for Academic Affairs at Bank Street's Graduate School of Education. Dr. Levine has conducted ethnographic research at Central Park East II Elementary School in East Harlem and served as a consultant for the Universidad National in Bogota, Colombia. Her research interests include culture and controversy, urban teacher education, and career change.

LITTLETON

Denise M. Littleton has been a classroom teacher, a teacher educator and a college administrator during her twenty-six years in the teaching profession. Her educational training was received at Carnegie-Mellon University, the University of Pittsburgh and George Washington University. Presently she is a professor in the Department of Early Childhood Education at Norfolk State University and directs three projects within the School of Education - the DeWitt Wallace-Reader's Digest Pathways to Teaching Project, the NSU Head Start Partnership, and the Teacher Recruitment Project. She has also served as an assistant and acting dean of the School of Education. Her interests include teaching and learning, pedagogy, multi-cultural education, urban education and issues related to meeting the needs of diverse students.

LYNCH

Richard L. Lynch is Professor and Director of the School of Leadership and Lifelong Learning in the College of Education at the University of Georgia. He and Professor Mike Padilla, Director of the School of Teacher Education at UGA, are co-directing a three-year, federally funded project intended to develop new models for the instruction of teachers. The project will be the subject of Dr. Lynch's presentation.

MASON

Cheryl Mason is an Assistant Professor of Social Studies Education in the Curry School of Education at the University of Virginia. She is a faculty member in the Curry Center for Technology and Teacher Education and leads the Virginia Center for Digital History's Teaching Initiative. Her interests in social studies education include using technology to develop pre-service teachers' reflective thinking and teaching strategies.

MCKINNEY

Marilyn McKinney is an Associate Professor of Literacy Education at the University of Nevada, Las Vegas. She has been involved in field-based teacher education, with experiences ranging from work with teachers and children in the Children's Reading Clinic at the University of Iowa to several innovative field-based teacher preparation programs at UNLV. Most recently she has been Elementary Coordinator for the Urban Teaching Partnership Program.

MEADOWS

Ferguson B. Meadows, Jr. is currently an Associate Professor of Counseling and Human Development Services at Kent State University. He was formerly an Assistant Dean for Student Life and Recruitment in the College and Graduate School of Education at Kent State University and has also served as President of the Teacher Leadership Consortium of Ohio.

MICHELLI

Nicholas M. Michelli is Dean of the College of Education and Human Services, at Montclair University. He chairs AACTE's Governmental Relations Committee and the Governing Council of the National Network for Educational Renewal, founded by John Goodlad. Michelli is co-author of *Centers of Pedagogy: New Structures for Educational Renewal*, published by Jossey Bass in 1999.

MITCHELL

Rosalita D. Mitchell is an Assistant Professor of Secondary Education at the University of New Mexico. Her research interests include teacher development, particularly issues of induction and teacher leadership, and multicultural education. Recent publications include articles in the *Journal of Teacher Education, The American School Board Journal* and the *Journal of Staff Development*.

MOIR

Ms. Ellen Moir, Director of Teacher Education at the University of California, Santa Cruz, also serves as Executive Director of the New Teacher Center at UCSC. Her expertise in the field of teacher preparation and induction has been recognized throughout California and across the nation. She consults to a number of state agencies, policy-making and philanthropic organizations, school districts, and institutions of higher education. She is author of articles and book chapters on teacher development, new teacher support, and effective pedagogy for working with diverse students.

MONTGOMERY

Lynn Montgomery is the Executive Director of the Association of Teacher Educators. The mission of this individual membership association is to improve the effectiveness of teacher education through leadership in the development of quality programs to prepare teachers, by analyzing issues and practices relating to professional development, and by providing opportunities for the personal and professional growth of Association members. ATE's members include pre K-12 teachers and administrators, college and university personnel, students in teacher preparation programs, and representatives from state departments, federal agencies, and other teacher education organizations. Lynn served as ATE President from 1998 - 1999. Prior to that, she worked 19 years as a lead primary teacher in the Anoka-Hennepin School District #11 in Minnesota.

MOONEY

Tom Mooney has served as President of the Cincinnati Federation of Teachers (CFT) since 1979 and as a Vice President of the American Federation of Teachers (AFT) since 1992. Under Mooney's leadership, the CFT has been a national leader in advancing teacher professionalism. The local negotiated the country's second Peer Assistance

and Evaluation Program and built a four-tiered career ladder for teachers, the Career in Teaching Program. CFT developed a groundbreaking partnership with the University of Cincinnati's College of Education and Cincinnati Public Schools to prepare new teachers in a five-year program that includes a year-long, paid internship in a Professional Practice School, guided by lead and career teachers. Nationally, Mooney serves on the AFT Executive Council and its nine-member Executive Committee. He is Vice Chair of the AFT's Program and Policy Council for K-12 teachers. He chaired the AFT Task Force on Redesign of Low Performing Schools. Mooney also serves on the Board of Directors of the Holmes Partnership for teacher education reform.

MURRAY

Germaine Murray is Associate Professor of Humanities and English at Maryville University. She has been involved in an innovative secondary program where the Arts and Sciences faculty, School of Education faculty, and high school faculty work together to mentor teacher candidates and prepare them to teach in their respective content area.

NEWELL

Florence Newell is an Associate Professor at the College of Education of the University of Cincinnati.

NOPPE-BRANDON

Scott NoppeBrandon is the executive director of the Lincoln Center Institute for the Arts in Education. He coordinates several long-term research efforts on esthetic education. He also serves on the steering committee of the Goals 2000 Arts Education Partnership and chairs Lincoln Center's Council on Educational Programs.

ODELL

Sandra J. Odell is a Professor of Teacher Education at the University of Nevada, Las Vegas and Co-chair of the Association of Teacher Educators (ATE) Commission on Professional Support and Development for Novice Teachers. She was named the ATE 1999 National Distinguished Educator and has published on the topics of teacher induction and mentoring. Dr. Odell has been involved extensively in field-based teacher education programs and maintains a career-long interest in teacher learning, teacher induction, and mentoring in the context of collaborative university/school district programs.

OLGUIN

Sharon Olguin is the Director of the Albuquerque Public Schools/University of New Mexico Career Development Program. Her role included administration, curriculum development, and instruction for a post-baccalaureate teacher licensure program. Her articles have been published in *On Common Ground*.

PACHECO

Arturo Pacheco is Professor and Dean of the College of Education at the University of Texas at El Paso, where he has served since 1991. Prior to that he held faculty and administrative positions at Stanford University (14 years) and the University of California at Santa Cruz (6 years). He holds BA and MA degrees in Philosophy and Humanities, and a Ph.D. in philosophy of education from Stanford. He has served on a number of state and national boards, including the Texas State Board for Educator Certification, the National Board for Professional Teaching Standards, and the American Association for Colleges of Teacher Education. He is co-author of a recent book on educational reform, *Centers of Pedagogy* (1999).

PALERMO

Patrick F. Palermo has been the Associate Provost for Faculty and Academic Affairs at the University of Dayton since 1997. He is responsible for the University's general education requirements, assessment program, first-year experience program, special admits program, faculty policies and programs, as well as the Center for International Programs, the Career Placement Center, the Honors and Scholars Programs, and the Academic Coordinator for Intercollegiate Athletics. Previous administrative responsibilities include Director, University Honors and Scholars Program from 1978-1991, and Director of the Urban Relations Task Force from 1980-1990. As the Associate Provost of Undergraduate Education from 1991-1997, Palermo oversaw the implementation of a revised General Education Program with a Humanities Base and Thematic clusters, the development and implementation of the university's assessment program, and the creation of a special admits program.

PEACE

Sandy DeAngelis Peace is associate director of the *Model Clinical Teaching Program* at North Carolina State University. Sandy has over 10 years of experience as a school teacher and school counselor. She has also served as a department head for the school-counseling program at North Carolina Central University. While at NCCU, Sandy was the chief architect in the development of a mentor program for school counselors. She has published widely on topics related to counselor preparation and supervision, support to novice counselors, and the need for interdisciplinary approaches to school well being.

PODA

Janice Poda has served as the Director of the South Carolina Center for Teacher Recruitment since 1990. She is also currently serving as the staff person for the South Carolina Governor's Commission on Teacher Quality. Formerly, she served as an assistant superintendent for personnel and as a classroom teacher.

POST

Linda Post is Department Chair of Curriculum Instruction at the University of Wisconsin - Milwaukee and also co-directs the Metropolitan Milwaukee Teacher-Education Program. She coordinates the Milwaukee Young Educator's Society, which holds its annual meeting at UWM. Professor Post conducts research on the selection of urban teachers the training of teacher mentors, school planning for children with seizure disorders, and classroom management. She is author of the text *Multicultural Teaching and Schooling*. Professor Post places student teachers and coordinates the exceptional education and elementary education student teaching block of courses. She is the chairperson of the early Childhood Elementary Education Committee. Dr, Post is a consultant to the Milwaukee Teacher Education Center. Nationally, she is a leader in conducting workshops in human relations training and diversity for university faculty and staff. Professor Post earned her Ph.D. at Syracuse University.

RASCH

Katherine Rasch is the Dean of the School of Education at Maryville University. In her 15 years at Maryville, she has helped to restructure the teacher education program to focus upon the role of the teacher in a democratic society. She has been involved in program development in the early childhood, elementary, middle and secondary programs, particularly in mathematics education.

REGISTER

Jesse Register began employment with the Hamilton County Department of Education on October 1, 1996, and officially became superintendent on January 15, 1997. He holds a Bachelor of Arts degree with a major in English from the University of North Carolina at Charlotte; a Master of education Degree with a major in Education Administration from the University of North Carolina at Charlotte; an Advanced School Administrator's Certificate with a major in Education Administration from the University of North Carolina at Chapel Hill; and a Doctor of Education with a major in Education Administration from Duke University. He has held positions of teacher, assistant principal, principal, assistant superintendent, and superintendent in North Carolina schools.

REIMAN

Alan Reiman is an assistant professor in the Department of Curriculum and Instruction and director of the Model Clinical Teaching Program at North Carolina State University. Alan has ten years of teaching experience in the public schools and eight years of experience as a clinical faculty member working jointly with the university and public schools. He also served as director of a statewide network of twelve colleges and universities charged by the state of North Carolina with advancing the preparation of prospective teachers. He has published widely and his recent co-authored text, *Mentoring and Supervision for Teacher Development*, describes new approaches for transforming the way educators are prepared.

REIS

Noni Reis is the principal of Starlight Elementary School in Watsonville, California and is a partner in the New Teacher Center project at the University of California, Santa Cruz.

REYNOLDS

Nataki Reynolds, a George Washington University doctoral candidate in Curriculum and Instruction, is the Technology Coordinator for the Cardozo Professional Development School project. She coordinates the technology integration for the literacy curriculum and serves as a school-wide technology consultant to teachers. She is a GWU Holmes Scholar.

RHODES

Lynn Rhodes has led the initial teacher education partnership at the University of Colorado at Denver for the last seven years. She is well known for her research and writing in the area of literacy.

RIZZO

Judith A Rizzo is the Deputy Chancellor for instruction of the New York City Board of Education. Dr. Rizzo has developed innovative desegregation instructional programs, system-wide professional development programs, and city-wide bilingual eduction programs. She received her Doctorate in Education from the University of Massachusetts. Dr. Rizzo is an Adjunct Professor at Columbia University where she teaches graduate students in the Education Administration program.

ROBERTS

Leslie Ann Roberts is Chairperson of the college wide School of Education at Miami-Dade Community College. She has worked at the College since 1985, serving in several roles. Prior to her appointment as Chairperson of the School of Education, Dr. Roberts was Assistant Dean of Academic Affairs at the College's Wolfson Campus. She earned her Ph.D. in 1998 from the University of Texas at Austin where she was enrolled in the Community College Leadership Program.

RYAN

Steve Ryan is an Assistant Professor in the School of Education at the University of Louisville. He is co-author of *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform*, with Jeannie Oakes, Karen Hunter Quartz, and Martin Lipton (Jossey-Bass, 1999), and *Transitions and Partnerships: High Schools, Middle Schools, and Post-Secondary Institutions* (Office of Vocational and Adult Education, 1999). His research and writing focus on teacher collaboration, teacher learning, the moral dimensions of teaching, and the impact of state, district, and school policy on teachers' work. Ryan is currently engaging in two research projects: *Which Standards? Increasing Mathematics Achievement through an Equity Pedagogy* examines his teaching in an urban high school; and *Early-Career Induction Practices in Urban High Schools* analyzes the influence of teacher induction programs in four urban school districts. He previously served as assistant of editor of *Educational Evaluation and Policy Analysis* and as research consultant for the Common Destiny Alliance project *Finding Alternatives to Ability Grouping/Tracking*.

SCHNEIDER

Beverly Schneider is the Executive Director of Human Resources, Management and Planning in the Detroit Public Schools.

SEARS

Susan Jones Sears is an Associate Professor in the College of Education at The Ohio State University. She has directed several federal contracts focusing on Contextual Teaching and Learning in pre-service teacher education programs. Her teaching and research interests include pre-service teacher education and career development and the counseling of children and adolescents.

SEIDEL

Sylvia I. Seidel is a veteran teacher and curriculum specialist who joined the National Education Association in 1985 to explore and pilot school improvement programs. She currently directs the NEA's Teacher Education Initiative (TEI), a national collaborative involving a unique partnership among Pre K-12 schools and school districts, universities, and the Association. TEI focuses on improving the preparation and induction of new teachers, the continuous professional growth of all educators, and the research and development of the teaching profession. The

focus for TEI work is the professional development school. A multi-site, five-year, longitudinal, comprehensive, evaluation process is yielding both statistical and anecdotal data. The second phase of the project will collect achievement data to determine student learning in the enriched environment of the professional development school.

Shelton

Ann Shelton-Mayes is Senior Lecturer in the Centre for Research and Development in Teacher Education, and Director of the Open University's PGCE Programme, the UK's largest provider of postgraduate teacher credentials programmes using Supported Open Learning and school partnership. She has developed teacher education pre-service and in-service programs for teachers, head-teachers and teacher assistants operating across undergraduate, postgraduate, and Masters levels with a particular interest in the development of standards-based models of assessment, school partnership and mentoring. In 1998/9 she led the UK side of a major collaborative project with CSU to develop a Supported Open Learning teacher-credentials program in California.

Smith

Al Smith is Director of the University's Center for the Study and Teaching of At-Risk Students (C-STARS), at the University of Washington. He is also a Research Associate Professor in Educational Leadership and Policy Studies. He works with K-12 schools, community-based organizations, and diverse communities to test inter-professional collaboration models focusing on students at risk of school failure. He and his Center colleagues are currently working with 48 very diverse school communities in Illinois, California, Alaska, Washington state and South Carolina to continue demonstrating the Center's school-based case management model. Dr. Smith is a charter member of the National Dropout Prevention Center at Clemson University. He has served as a elementary school principal and teacher. He has also served as an adult education administrator with the Seattle OIC program located in the city's inner city. He has recent publications in *Preventing School Failure* (1998) and the *Journal of Case Management* (1997). He authored and co-authored several chapters in a book published (1998) entitled *Paths to Partnerships: University and Community as Learners in Inter-professional Education.*

Stacy

Bill Stacy is Chancellor of the University of Tennessee at Chattanooga. He was Founding President of California State University, San Marcos, 1989-1997, which was the first state university built in the nation since the University of Texas created UT, San Antonio more than 25 years earlier. Stacy served on the Executive Council, California State University System from 1989-1997. This council, made up of the Presidents of the twenty-two campuses and the vice-chancellors, supports the Chancellor in administering the 300,000-student California State University System. From 1979-1989, Stacy served as President, Southeast Missouri State University, Cape Giradeau, Missouri.

Stroot

Sandra A. Stroot has been at The Ohio State University for the past 13 years, and is a full professor in the School of Physical Activity and Educational Services in the College of Education. Her work was initially focused on the socialization process of entry-year teachers in physical education, and her interest in collaborative partnerships has offered extensive involvement in a variety of innovative programs and practices in the school setting. Dr. Stroot has been studying the impact of various reform efforts in Ohio, including a Peer Assistance and Review (PAR) program in Columbus. A specific interest is to thoroughly understand the underlying policies and practices that have allowed programs such as PAR to be successful, and to better connect the policies and practices with teacher change and student achievement.

Struppa

Daniele C. Struppa is the Dean of the College of Arts and Sciences (CAS) at George Mason University. Struppa has served as a professor of mathematics at George Mason since 1989. He was CAS's Associate Dean for graduate studies from 1996 to 1997 and chair of the Department of Mathematical Sciences from 1994 to 1996. Dr. Struppa has established a number of honors programs and awards including the CAS Scholarly Award, the Distinguished Scholars Program, the Mathy Junior Faculty awards, and the Mathy Outstanding Students awards. Before coming to George Mason, Struppa taught at the University of Calabria, at the Scuola Normale Superiore in Pisa, Italy, and at the University of Milano. He was a visiting lecturer at the University of Maryland in 1985 and at the Research Institute for Mathematical Sciences of Kyoto University in 1987.

SUNDIN

Louise A. Sundin is President of the Minneapolis Federation of Teachers, Local 59, The nation's only merged state Local. Local 59 represents 6,000 teachers and educational assistants in the Minneapolis public school system. Louise is in her sixteenth year as President of Minnesota's largest local and is also a ten-term vice-president of the American Federation of Teachers. She is on the Board of Education of Minnesota. Louise is a ninth grade English teacher and has earned national recognition as a spokesperson for education reform and teacher professionalism. Louise is known as a progressive labor leader and a powerful advocate for workers rights. She is a founding member of TURN, the Teacher Union Reform Network which works to transform unions into agents of change.

SWITZER

Thomas Switzer is the Dean of the College of Education at the University of Northern Iowa and has been active in this field for the past 20 years.

TANNER

Mary P. Tanner is Dean of the College of Education and Applied Professional Studies at the University of Tennessee at Chattanooga.

THORNTON

Patricia Thornton coordinates the Teacher Residency Program - a collaborative program between Minneapolis Public Schools and the University of Minnesota College of Education. She taught Japanese and English in Minneapolis for nine years. Thornton is the principle author of several curriculum projects and has served on national committees on foreign language standards development and implementation.

TOZER

Steve Tozer is Professor and Chair of Policy Studies in the College of Education at the University of Illinois at Chicago. Since moving to UIC in January 1995, Dr. Tozer has become increasingly active in school reform at the State level and in Chicago, focusing particularly on supporting the professional preparation and development of teachers. Along with colleagues from UIC, the Chicago Teachers Union, and Chicago Public Schools, Dr. Tozer is co-developer of a new teacher-mentoring program that now serves over 300 schools and has been mandated for all CPS schools in 2000. Dr. Tozer is the author, co-author, or editor of five books, including a textbook for teachers, *School and Society*, now in its third edition. He has written numerous articles on the role of social foundations of education in teacher preparation programs, and is currently Chair of the Governor's Council on Teacher Quality in Illinois.

TREDWAY

Lynda Tredway is the Project Director of the Urban Initiative and coordinates the partnership activities between George Washington University and Cardozo. With Dr. Maxine Freund, she established the partnership with Cardozo. Dr. Tredway is a UNITE team member, and has implemented the Critical Friends protocol in the work of the partnership.

VANKO

David A. Vanko is Professor and Chair of the Department of Geology, College of Arts and Sciences, Georgia State University, Atlanta. He has served since 1994 on the Professional Education Faculty, and recently chaired the Professional Education Council. He is interested in promoting collaborative efforts to improve teacher education and to increase general science literacy through effective undergraduate instruction. Dr. Vanko's research focuses on hydrothermal geochemistry of the ocean crust.

VILLEGAS

Ana Maria Villegas is a Professor of Education at Montclair State University where she teaches courses on culturally responsive teaching and urban education and conducts research on a variety of cultural issues in teaching and learning. She has a Ph.D. in curriculum and teaching from New York University. Prior to joining Montclair State University in September 1996, Dr. Villegas was a Senior Research Scientist with the Division of Educational

Policy Research of Educational Testing Services, a position she held for seven years. Before that, she was on the Education faculty of the University of Colorado-Denver. Dr. Villegas specializes in the education of racial/ethnic and language minority students, particularly in inner city schools. She has conducted studies of culturally responsive teaching; policies and practices in the education of immigrant students; instructional tracking; effective instructional practices in bilingual classrooms; increasing the diversity of the teaching force; and strategies for transforming teacher education for diversity. In 1992 Educational Testing Services honored her with the Research Scientist Award. In 1993, she was named Minority Scholar by the University of Wisconsin - Madison. In 1994, she received the Early Career Award from the American Educational Research Association, Committee on the Role and Status of Minorities in Research and Development.

WASLEY

Patricia A. Wasley is the Dean of the Graduate School of Education at Bank Street College in New York City. She has worked as a researcher for the Puget Sound Educational Consortium at the University of Washington, one of the school/university partnerships directed by John Goodlad's National Network for Educational Renewal. Dr. Wasley was the Senior Researcher for School Change at the Coalition of Essential Schools and at the Annenberg Institute for School Reform at Brown University. Dr. Wasley serves on The National Board for Professional Teaching Standards, The Scarsdale Teachers Institute, and the Institution for AcademicAccess at the University of Kansas. She is the author of *Stirring the Chalkdust* (1994) and *Teachers Who Lead* (1991).

WEINGARTEN

Randi Weingarten is president of the United Federation of Teachers, representing more than 130,000 active and retired non-supervisory educators in the New York City public school system. She is also a vice-president of the 960,000-member American Federation of Teachers, the UFT's national affiliate, and a member of the boards of directors of the New York State United Teachers and the New York City Central Labor Council. From 1986 to 1998, Weingarten served as counsel to UFT President Sandra Feldman, taking a lead role in contract negotiations for teachers and other school employees. Weingarten also is a certified, appointed teacher of social studies and American history. She taught full- and part-time at Clara Barton High School in Brooklyn from 1991 to June 1997 while holding down her union posts.

WEST

Mr. Elijah West is a teacher at the Garrison Elementary School in Savannah, Georgia and is a Scholar of the Pathways to Teaching Careers Program at the Armstrong Atlantic State University.

WESTHOFF

Guy M. Westhoff is an Assistant Professor at the University of Wyoming in the department of Adult Learning and Technology. He teaches courses in the areas of computers in education, multimedia development, web authoring environments, and technology integration. His academic interests and areas of research include integration of technologies into educational systems; distance learning; effective professional development and leadership with technology; and the dynamics of educational change.

WESTON

Barbara Weston is completing her second year as a Teacher in Residence with the South Carolina Center for Teacher Recruitment. She is on loan from Richland School District One where she was District Teacher of the Year and a Milken Outstanding Teacher Award Recipient. She also serves on the State Board of Education.

WILLIAMS

Doris T. Williams is the assistant dean of the School of Education at North Carolina Central University, and director of University-School Partnerships and Teacher Education at NCCU. Doris is one of the key developers of NCCU's School-University Partnership. Doris is also a member of rural Warren County Public School System's Board of Education. Unifying her work has been a commitment to improve pre-service education, induction, and continuing professional development through high quality curriculum and instruction.

WINOGRAD

Peter Winograd is Professor and Director of the Center for Teacher Education at the University of New Mexico. Dr. Winograd's research focuses on the areas of education reform, teacher education, literacy, and assessment. His articles have been published in a variety of journals including *Reading Research Quarterly, Journal of Educational Psychology, Journal of Reading Behavior, American Educational Research Journal, Educational Leadership, Educational Psychologist,* and *The Reading Teacher.*

WISE

Art Wise is president of the National Council for Accreditation of Teacher Education (NCATE) in Washington, D.C. During his career he has worked toward teacher quality and professionalism, school finance reform, and the advancement of educational research. At NCATE, he has directed the implementation of rigorous standards and procedures, and led efforts to develop a system of quality assurance for the teaching profession. He is co-author of *A License to Teach*, which is a blueprint for the professionalization of teaching. He is a member of the National Board for Professional Teaching Standards (NBPTS), the National Commission on Teaching and America's Future, the Advisory Commission on Education Statistics, and the Council for Excellence in Government. He is the former chairman of the board of directors of the National Foundation for the Improvement of Education (NFIE). Dr. Wise first came to national prominence as the author of *Rich Schools, Poor Schools: The Promise of Equal Educational Opportunity*. That 1968 book conceived the idea for school finance reform through the judicial system. Since then 18 state supreme courts have ordered the equalization of state school finance systems. His 1979 book, *Legislated Learning,* anticipated the current wave of educational reform by calling for teacher professionalism and school-based management. As director of the RAND Corporation's Center for the Study of the Teaching Profession, he developed education policies concerned with teacher licensing, teacher evaluation, and teacher compensation. Many of these concepts have been incorporated into state laws and regulations. Long active in federal education research policy, be proposed to Congress the creation of the new National Institutes of Education, Art received a Ph.D. in education from the University of Chicago.

WOOD

Paula C. Wood is Dean of the College of Education at Wayne State University.

WOODS

Helen Woods received her doctorate in Science Education in 1991 from Oregon State University. She has been on the faculty at Western Oregon University since 1985 and has taught in both the Division of Elementary and Secondary Education and the Division of Natural Sciences. Dr. Woods has presented the WOU Teacher Work Sample Methodology and Proficiency-based Teacher Education program at state, regional, national, and international conferences over the last several years.

YARGER

Sam J. Yarger is professor and dean of the School of Education at the University of Miami. He has also served in the same position at the University of Wisconsin - Milwaukee. Additionally, Professor Yarger has served on the faculties of both Syracuse University and the University of Toledo, and he has also served as an elementary school teacher, principal, and as a school psychologist. Although his graduate work is in educational psychology, Professor Yarger's scholarly interests have focused on pre-service and in-service teacher education for many years. He has authored over 40 articles, books and book chapters. Professor Yarger has also served on the board of directors and the executive committee of the American Association of Colleges of Teacher Education (AACTE). He frequently serves as a consultant to the Department of Education, and has spent two summers working in Washington D.C. He also works in the area of education policy and higher education administration.

ZIMPHER

Nancy L. Zimpher has been chancellor of the University of Wisconsin-Milwaukee since May of 1998. Since coming to the university, she has unveiled and is leading development of the Milwaukee Idea; an initiative based on working with community partners to build a city and university that are jointly the heart of metropolitan Milwaukee. She is also president of the Holmes Partnership, which has among its goals to actively work on equity, diversity and cultural competence in the programs of K-12 schools, higher education, and the education profession by recruiting,

preparing, and sustaining faculty and students who reflect the rich diversity cultural perspectives in this country and our global community. Prior to her work in Milwaukee, Chancellor Zimpher was Executive Dean of the Professional Colleges and Dean of the College of Education at The Ohio State University.

National Conference on Teacher Quality
January, 2000

List of Participants and Presenters

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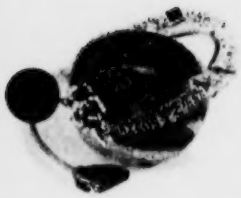

A-1: Pathways to Teaching: A Partnership Between Armstrong Atlantic State University and Savannah/Chatham County Schools

History

The *Pathways* Initiative began as a private funding for a public cause to satisfy the need for certified teachers, primarily minorities. At present, there are four such sources: DeWitt Wallace-Reader's Digest, Southern Education Foundation, The Ford Foundation and the US Department of Education's Teacher Quality Enhancement Program. In 1989, the DeWitt Wallace-Reader's Digest Fund made a $250,000 grant to New York's Bank Street College of Education to support a program to prepare minority teachers for positions in the city's low-income schools. Lessons learned from this work helped guide the development of larger teacher recruitment and training efforts.

The first implementation grants were made between 1990 and 1992 to Brooklyn, Hunter and Lehman Colleges in New York City, Cambridge College in Massachusetts, and Clark-Atlanta University in Georgia.

In late 1992, the Fund's board of directors approved plans for a national expansion of the program. Backed by $23 million in grants, *Pathways* programs were established in an additional 26 colleges and universities throughout the country - 11 in the South under the direction of the Southern Education Foundation, a public charity and an essential coordinator for 11 programs that constitute the Southern Initiative. Fifteen were established to support a Peace Corps program, started in 1985, to help returned volunteers become teachers. Another $10 million in expansion grants followed in 1993 for *Pathways* in 11 schools of education throughout the Northeast and Midwest. Total Fund investment in the program reached $40 million by 1994 with the approval of additional grants and the launch of the *Pathways* evaluation. In early 1997, the Fund's board approved a plan to support the institutionalization of the program at most of the schools of education currently participating in *Pathways* and selected several leadership sites to encourage other colleges and universities to adopt the model. The program at AASU was designated as a leadership site.

Since 1989 the DeWitt Wallace-Reader's Digest Fund has invested $50 million in the national *Pathways* initiative, including 66 colleges and universities located in 47 cities and 28 states. As of 1998, over 3,000 Scholars, serving more than 100,000 students annually, have received educational support.

In 1997, AASU's Program won the prestigious Innovations in American Government Award. After five rounds of competition with 1540 applicants it was selected in the top ten outstanding programs in national competition. The Ford Foundation subsidizes Harvard University's Innovations program and provided $100,000 to communicate, disseminate and seek institutions that would replicate the Pathways model. In 1999, the Program received $345,000 from the US Department of Education's Teacher Quality Enhancement Grants competition to enable three neighboring rural counties to implement the Pathways model.

Mission

It is the mission of the Pathways Program to increase the number of certified teachers, primarily minorities, in the Savannah Chatham County area. This effort is accomplished through the collaboration of representatives from three institutions in Savannah: predominantly white Armstrong Atlantic State University, historically black Savannah State University (SSU), and the Savannah-Chatham County Public Schools (SCPS).

Program Design

The Program employs a director, coordinator, assistant/secretary, an instructional staff and two councils consisting of all three collaborative units. The Advisory/Screening Committee was chosen to represent a broad spectrum of faculty throughout the University community, the College of Education, the School of Arts and Sciences, the Minority Affairs Office, the Office of Nontraditional Learning, a staff recruiter for the SCPS, and a community psychologist. Each year the male and female Scholars who have the highest GPA sit on the committee. This committee leads in the screening, implementation and institutionalization of the program.

1992-1996 Phase I Objectives

Produce at least 55 certified early elementary and middle school teachers, especially minority males, from the 95 paraprofessionals and substitute teachers who enter the program.

Enhance the capacity of AASU's teacher preparation program to better meet the needs of the local urban schools by modifying and expanding the current curriculum.

Strengthen and maintain the collaborative effort among AASU, SSU and the SCPS in the selection, preparation and certification of teachers.

Facilitate professional working relationships between faculty at AASU and SSU through a Joint Advisory Council.

1997-2000 Phase II Objectives

In collaboration with SCPS, initiate a teacher induction program to enhance the teaching and professional skills of 15-20 beginning teachers, so that they will remain in the field and become mentors to subsequent Scholars.

Facilitate the matriculation of 15 selected Scholars to masters, specialist, leadership and/or doctoral programs.

Improve and disseminate the effective recruitment, selection and retention procedures implemented in Phase I.

Refine the teacher education curriculum to better meet the needs of teachers who will work in urban environments.

Improve collaboration and professional working relationships between faculty, support staff and Pathways Scholars at AASU and SSU by continuing and expanding the Joint Advisory Council and holding joint workshops for its Scholars.

Conduct discussions with other regional and national leadership sites to establish mechanisms for implementing and disseminating the Pathways Program model.

Identify additional funding sources to sustain scholarships and facilitate program model institutionalization.

Overview of the Partners

Founded in 1935, Armstrong Atlantic State University (AASU) is growing rapidly on its present 250-acre site on the Georgia coast. AASU employs 250 full-time faculty and offers more than 75-degree programs to more than 5,700 graduate and undergraduate students. In 1995, AASU was first in the state among majority institutions in the number of minority students enrolled in student teaching. It led all institutions when minority-teaching interns were included in the count. In 1996, the College of Education at AASU moved from 14th largest out of 35 institutions in Georgia producing teachers to 7th largest. It is the only university in coastal Georgia offering education degrees. Minorities account for approximately 19% of the overall university enrollment but comprise 27% of the 329 students enrolled in teacher education. The

proportion of minority students in teacher education is progressively increasing due largely to the *Pathways* program.

AASU's teacher education graduates have a 97% pass rate on the formerly required Georgia Teacher Certification Test; they are over-represented among nominees for the Teacher of the Year award. Twenty-two percent of the teachers in Armstrong's service areas are AASU graduates, yet 52% of the individual school nominees for Teacher of the Year graduated from AASU.

The Savannah-Chatham County Public School District (SCPS) is a K-14 district that serves 55,000 students, employs 2,500 teachers, and staffs 44 schools, district office, satellite facilities, and community-based programs. The SCPS teachers are 35% Black, 64% White, and 1% other. Minorities comprise approximately 66% of the student body, but 80% of suspensions and only 59% of high school graduates. In 1993, the year the *Pathways* program at AASU began, SCPS's pool of minority paraprofessionals numbered 664. This represents a large pool of individuals who might have been interested in earning professional certification.

Committed SCPS representatives serve directly on the advisory committee of the *Pathways* program. These individuals have been instrumental in providing direction for the recruitment, screening, and placement of graduates in facilitating communication between and among principals and other supervisors and Scholars in the program.

Program Accomplishments

To date, the Program has fielded some 1000 inquiries, screened 700 applicants, and brought 108 Scholars into the program. Sixty Scholars have graduated and earned professional certification. Fifty-four graduates are employed as educators, 24 of whom have received their school's nomination for Teacher of the Year. Graduates have a collective GPA of 3.0, a 95% pass rate on the former Teacher Certification Test and a 96% retention rate as first year teachers.

The Program has received local, state and national recognition for its retention efforts and its innovation. It has been featured on National Public Radio, "World News Tonight," *USA Today,* and was the subject of a 30-minute NEA documentary aired on The Learning Channel.

The Program's achievements confirm that majority universities can successfully recruit, train, and retain students of color. Scholars have presented papers at national, regional, state, and local professional conferences. Of the graduates, six have earned master's degrees and one is pursuing a doctorate. One Scholar has been invited to testify before Congress on the Program's impact.

Ed Daniels was recently featured in two local newspapers for securing an Americorp grant that provides after school mentoring and tutoring for 200 middle school students. Daniels organized 18 volunteer tutors (college students) in community service activities. Called the "Three O'Clock Program," this effort has documented increases in standardized test scores and a decrease in suspensions.

Stephen Horton, teaching history in the high school from which he graduated, recently presented a gift to a student who confided in him that he was going to be a father. It was a harness that parents use to carry infants close to their chests. As soon as the student opened the gift, he said he would give it to his girlfriend. To this comment Stephen replied, "No, you do not get the point. That child is just as much yours as it is your girlfriend's, and you have a responsibility to help raise that child and nurture it and teach it all you know."

James Gordon, who doubles as a cafeteria manager and a Scholar, is featured in a 30-minute television documentary that shows the extraordinary work he is already doing in the school. Every day at 7:30 a.m., fifth grader Corey Williams arrives before any of Gordon's cafeteria workers and the two go over the boy's math homework. Their friendly banter makes clear the important role Gordon plays in Corey's life. "I want all my students to learn to respect each other," Gordon says. "Children don't respect each other, so they don't respect the teacher. They don't respect their parents. But respect is something that can be taught."

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A-2: Recruiting Teachers from Underrepresented Populations: A Community College Collaborative Model

History

In 1987, the Office for Student Life and Recruitment was established in the College and Graduate School of Education of **Kent State University**. The primary mission of the Office of Student Life and Recruitment (OSL) was to recruit, retain (by providing a variety of support services), graduate, and place students from underrepresented populations into the teaching profession. Prior to 1987 there was basically a revolving door in terms of students from underrepresented groups entering the College of Education but dropping out or changing majors prior to degree completion.

In 1989, the Ford Foundation came forth with an initiative that would increase the number of students from underrepresented groups in the teaching profession. Kent State University, along with four other schools in Ohio, was chosen to participate in the national effort. Each school in the consortium chose a different approach to its recruitment efforts. Since the College and Graduate School of Education at Kent State University was already working collaboratively with Cuyahoga Community College it seemed appropriate to focus on the community college as the primary source for teacher education candidates. This approach also made sense in that we know that a significant number of students from the underrepresented populations are enrolled in the community colleges.

To date the project at Kent State has maintained a retention rate in excess of 90%. This accomplishment is due, in no small measure, to the quality of the staff and their commitment to students. The retention rate is also due to the fact that staff and graduate assistants have created a safe and comfortable place for students from underrepresented populations to meet and share issues and concerns.

Critical Lessons

The challenges of developing a program to bring underrepresented students from a community college to a four-year institution with the prospect of entering the teaching field are complex. Problems and important lessons critical for success in such an endeavor include the following:

1. A formal agreement between the institutions signed by their respective presidents is critical. Such an agreement establishes the program as an institutional priority, empowers participation and commitment from both faculty and staff, and raises the level of awareness within the larger community.

2. A carefully articulated transfer path is essential for efficient student transfer into baccalaureate programs. This requires joint planning between counselors of each institution who are thoroughly familiar with course equivalencies specific to each program area.

3. Early identification of the potential recruiting pool is essential for early advising and intervention. Targeted students can then assess their interests, strengths, and deficiencies and make more effective career choices without wasting their time or resources.

4. Student tracking is much easier if items 1 and 2 are in place and students are progressing through a coordinated sequence of courses and activities, rather than proceeding piecemeal.

5. Traditional institutional academic supports are essential, but no more essential than non-academic (social and emotional) supports. This is especially true for non-traditional students transferring to a large and often impersonal senior institution.

6. Making large-scale institutional change is difficult, and institutionalization of projects initially funded with soft money is extremely difficult in an environment of constrained budgetary resources.

7. As in any major funded effort, be prepared for the unexpected. Unpredictable disappointments, delays, and obstacles are all part of the program's natural evolution.

8. Programs can survive without direct funding of scholarship dollars by the funding agency.

9. By admitting students as a cohort, the program creates a family of peers who develop their own group survival techniques and strategies.

Partners

There were a number of partners involved in this particular enterprise. Cuyahoga Community College was the primary/initial partner and was the sole partner during the first two to three years of the project. During the fourth year of the project Lakeland Community College and Loraine Community College came on board as project participants. We also had a collaborative relationship with the Cleveland Foundation in as much as they were the fiscal agents for the Ford Foundation project. Each of the aforementioned community colleges played a critical role in the project by not only providing program participants, but also by assuring that students transferring from the community college had the required coursework to insure a smooth transition to the four-year institution.

Dr. Ferguson B. Meadows, Jr.
Associate Professor of Counseling and Human Development Services
Kent State University.

Dr. Jacquelyn L. Jefferson
Counselor/Professor
Cuyahoga Community College

A-3: Pathways to Teaching: Increasing and Supporting Minority Teachers in the Norfolk and Portsmouth Public Schools

History

Since 1993, Norfolk State University has collaborated with Old Dominion University and Norfolk Public Schools to train substitute teachers, teacher aides and other paraprofessionals to become certified teachers (Phase 1). The project was expanded to include Portsmouth Public Schools in 1998 (Phase II). Building upon a strong history of collaboration with the participating school systems, this project, funded by the DeWitt Wallace-Reader's Digest Fund and coordinated by the Southern Education Foundation Incorporated, was initiated to respond to predicted teacher shortages overall and in high need areas, and the discrepancy between the diversity of the public school student population and the diversity of public school teachers. In its seventh year of operation, the project's goals are to (1) increase the quantity of teachers specifically targeting minorities and males employed by the school systems, (2) increase the quality of instruction for urban children, and (3) enhance the teacher preparation and in-service teacher development programs at the university.

Involving key persons and seeking input from school personnel, classroom teachers, paraprofessionals and university personnel led to the development of the following objectives for the project:

- To recruit teacher aides, substitute teachers and other paraprofessionals in the Norfolk and Portsmouth Public Schools to enroll in programs leading toward teacher certification.
- To provide for the participants a carefully designed, comprehensive teacher education program that meets the teacher certification requirements in the Commonwealth of Virginia and satisfies the standards of the major professional organizations in various academic fields (i.e. the National Council of Teachers of Mathematics).
- To provide a target focus on knowledge identified for successful teaching in urban schools.
- To design and implement an evaluation and assessment strategy uniquely suited to the program.
- To provide a series of seminars and other experiences in teaching in urban schools for in-service teachers, supervisors of teacher aides and other program participants.
- To provide follow-up support for program graduates during the first two years of employment in the participating school systems.
- To provide academic and non-academic support services for all students, if needed, to enhance retention and graduation rate.
- To develop a successful university/school collaborative model.

Participants experienced a careful selection and screening process prior to admission to the program. At the minimum, participants were required to have at least two years of college with at least 60 semester hours of transferable credit toward an educational program, a grade point average of 2.3 or better, a commitment to teaching children in urban areas, and a commitment to teaching in one of the high need areas identified by the school systems. Applicants had to be employed by the participating school systems and be strongly recommended. In addition, they completed an intense interview by a Selection Committee composed of public school personnel, university personnel and community representatives.

Upon admission, Pathways' Scholars proceeded through a carefully designed teacher preparatory program that met their individual needs, the certification requirements for the Commonwealth of Virginia, and national accreditation standards. The university traditionally had been successful in working with adult urban students and multicultural education, and issues of diversity had been embraced by the faculty for some years. However, it was determined early that changes in class scheduling, instructional delivery, support systems and program enhancements emphasizing teaching in the urban classroom were needed to meet the needs of project participants.

All classes were scheduled in the evenings and on weekends. To enhance the regular education program, monthly workshops, seminars and an annual conference for participants, school administrators and classroom teachers were established to focus on curriculum and other areas of working with urban students. To bridge the gap between theory and practice, classroom teachers, principals, and college faculty team-taught classes and presented in workshops and seminars. A reading list and five instructional modules were developed focusing on multicultural education and the urban student that could be used independently by participants or faculty members in the regular education program. Pathways' Scholars were actively encouraged to share their experiences in seminars and through their required journal writing based upon an average of 12 years of working in urban classrooms as paraprofessionals. Their knowledge base and experiences provided the foundation for much discussion, expansion and reflection.

Academic and non-academic support services were provided to participants as needed. Academic support services included:

(1) academic reinforcement in mathematics, reading, writing through several campus academic learning centers;
(2) preparation for PRAXIS, the state licensure examination, via a course, individualized instruction and Learning Plus, a software package;
(3) tutoring;
(4) 80% tuition support; and
(5) a book stipend.

Non-academic support services included:

(1) an annual spouses' workshop and evening Learning Center, open from 4:00-10:00 p.m. daily, offering developmentally appropriate activities for students' children, aged 3-11, to help with child care;
(2) counseling mentoring; and
(3) monthly meetings.

Administratively, involving key people and seeking input from major groups has been essential to the collaboration that has developed between Norfolk State University and the school systems. Representatives from all institutions comprised the Advisory Board. Also, a Coordinating Committee composed of key persons within the School of Education was actively involved in implementing the needed scheduling and instructional needs.

During Phase I of the project (1993-1997), 106 participants enrolled. Ninety completed the program and approximately 70 have been rehired by Norfolk Public Schools. Others have been hired by other local school systems. In Phase II (1998-2001), the project expanded to include Portsmouth Public Schools. Preliminary conclusions seem to support that preparing paraprofessionals, particularly minorities and males, is one way to increase the number of minority teachers. Norfolk Public Schools has attributed their ability to maintain its percentage of minority teachers to the Pathways project. In addition, after two years the majority of the Pathways graduates are still being rated as "highly effective" by their supervisors. Several have been recognized as "Teacher of the Year" in their schools. Further, the majority in their third year of teaching plan to remain in education and teach in the urban classroom.

Institutional Mission and Context

Norfolk State University is a comprehensive, urban university and one of the largest, historically, black institutions in the nation. Its mission is to provide opportunities for obtaining a quality education through the acquisition of knowledge, understanding, and skills. The university is composed of five schools: Liberal Arts, Education, Business and Entrepreneurship, Science and Technology, and Social Work. Bachelor degrees can be earned in 39 disciplines. There are 14 master degree programs and 2 doctoral programs. Currently, the university serves approximately 7,500 students with an instructional staff of approximately 450.

The School of Education offers a variety of programs at the undergraduate, post-baccalaureate, and graduate levels. Through its four departments of Special Education, Early Childhood Education, Health and Physical Education and Secondary Education and School Leadership, students may enroll in programs leading to teacher and/or administrative certification and licensure in early childhood education, special education, secondary education, and areas of administrative leadership. Approximately 1200 students are enrolled in these programs served by 40 full-time faculty members within the School of Education plus 15 faculty members who are full-time to the university and part-time to the School of Education.

Norfolk Public Schools (NPS) has approximately 37,500 students enrolled in Pre-K through grade 12. More than 60% of the NPS students qualify for the federally funded free lunch program. Norfolk Public Schools is known for its award winning schools, administrators, faculty, students, and sports programs and for implementing school innovations such as year round schools and schools following the Comer-Zigiar model. Smaller but no less dynamic, the Portsmouth Public School system enrolls approximately 17,500 students. Sixty-eight percent (68%) are African American, with thirty percent (30%) Caucasian, and two percent (2%) American Indian, Hispanic and Asian. With its award winning faculty and administrators, Portsmouth Public Schools has implemented many innovations to support its mission statement to provide a quality education for all students who will subsequently demonstrate the knowledge, skills, character, and civic responsibility which will enable them to shape their own destinies.

Key Partnership Representatives

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Dr. E. Renee Rodriquez, Special Assistant to the Superintendent, Norfolk Public Schools
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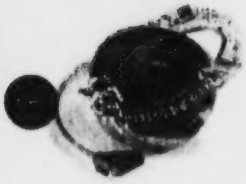

A-4: South Carolina Center for Teacher Recruitment

History

The South Carolina Center for Teacher Recruitment (SCCTR) is the oldest and most established teacher recruitment program in the country. The South Carolina Center for Teacher Recruitment, established by the Commission on Higher Education in December 1985 and funded by the South Carolina General Assembly, has completed its twelfth year of operation. Following the passage of the state's landmark Education Improvement Act, the SCCTR was created out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort.

SCCTR's recruitment agenda is a comprehensive one in which the Center pursues a variety of programs for increasing the number of students in the education pipeline and recruiting and retaining certified teachers. The SCCTR's primary target groups are middle and high school students, college students and adults.

The Center for Teacher Recruitment is staffed by a director, an associate director, seven teachers in residence (including the S.C. Teacher of the Year) and four administrative assistants. The SCCTR has developed into a national model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs in the country.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from 27 colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, the SCCTR is housed at Winthrop University, which provides financial services and fiscal accountability for the Center.

Planting the Seeds

By exposing students to teaching through a variety of programs and approaches, South Carolina is planting the seeds to grow its own teachers.

Beginning at the elementary level and going through high school, the South Carolina Center for Teacher Recruitment, in collaboration with the SC Education Association, participates in career fairs at local schools throughout the state.

Students are also exposed to teaching as a career through education clubs in the middle and high schools. Our major recruitment program at the middle school level is the Pro-Team Program. It's a semester or yearlong course offered to 7th and 8th graders.

Teacher Cadet, the flagship program of SCCTR, offers high school juniors and seniors an innovative, hands-on course with a rich curriculum that allows them to "test drive" teaching. They explore current issues in education and innovative teaching practices.

Nourishing

Nourishment in the form of rich and on-going professional development experiences are critical to the development and retention of a high quality teaching force.

The National Board for Professional Teaching Standards has awarded SC a subsidy grant to assist teachers seeking board certification. Recipients will receive $1000 of the $2000 application fee. The National Board Certification process is an effort to develop professional standards for teaching. It is a voluntary process developed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. Certification signifies that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance based assessments.

Once successfully recruited into teaching, teachers need assistance in locating suitable positions. School districts also seek ready access to qualified candidates. The SCCTR Teacher Job Bank allows schools and districts to locate job candidates and advertise openings to teachers looking for positions.

Teachers may use the Job Bank by filling out an On-line Application and submitting it to the Center along with a copy of their teaching certificate.

An "Available Teaching Positions" vacancy list is maintained through the Job Bank. Also, information about teacher salaries in South Carolina, shortage and surplus areas, initial certification and critical needs certification is available.

Each summer the SCCTR co-sponsors the SC Teacher Expo for Teacher Recruitment. The Expo is a teacher job/information fair that brings together teachers looking for new professional opportunities and South Carolina school districts looking for excellent teachers. The Expo is advertised nationally and attracts participants from a number of states.

Retaining

In order to retain highly qualified "Cream of the Crop" teachers in our state, the South Carolina Center for Teacher Recruitment supports a number of efforts.

The South Carolina Teacher of the Year serves a one-year residency at the SCCTR and assumes the chairmanship of the SC Teacher Forum, which is made up of district teachers of the year. The Forum works to encourage teacher leadership by helping its members develop leadership skills and engage in dialogue with policy makers on current educational issues.

The Teacher Forum Leadership Council establishes yearly goals and plans the fall and spring Teacher Forum Conferences. The group has published several Teacher Forum documents as a part of their yearly emphasis. The Local Teacher Forum Training Handbook, a guide to assist teachers in establishing local Teacher Forums, has been used extensively by districts throughout the state.

The SCCTR also supports teacher leadership and works to enhance the image of the teaching profession through its sponsorship of the SC Chapter of the National State Teachers of the Year (NSTOY) program. This group has published an NSTOY Speakers' Directory to offer the services and expertise of this outstanding group of educators to schools and districts statewide.

The Center encourages teachers to pursue mastery certification through the National Board for Professional Standards (NBPTS) by facilitating the distribution of the most current NBPTS information and the networking of NBPTS certified teachers with those seeking certification.

The Teacher Newsgroup allows teachers to network by sharing views and information on a variety of educational topics.

Institutional Mission and Context

SCCTR's Mission Statement: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

Key Partnerships

The SCCTR is governed by a 21 member Policy Board that includes representation from teacher education programs, the General Assembly, the State Department of Education, the Commission on HigherEducation, the Governor's Office, the business community, teachers of the year, etc. The SCCTR has partnerships with 24 teacher education programs that work directly with Teacher Cadet sites located throughout the state. There are currently 148 high schools participating in the Teacher Cadet Program and 43 middle schools participating in the Pro-Team Program. We also work with all 86 school districts to assist them with filling immediate vacancies.

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A-5: Latino and Language Minority Teacher Project (LLMPP)

History

With initial support from the Ford Foundation, the **University of Southern California** (USC) began the Latino and Language Minority Teacher Projects to increase the number of Latinos and language minority teachers in the teaching profession. We recruited prospective teachers from the ranks of paraeducators, and provided them with financial, social, and academic support to complete the requirements needed to become credentialed bilingual teachers. Funds from the U.S. Department of Education, currently from the Office of Bilingual Education and Minority Languages Affairs and formally from the Office of Post-secondary Education, continue to support the project.

The project currently involves a partnership between four colleges and universities in the greater Los Angeles area, five Los Angeles county school districts, the county office of education, and the major labor unions representing paraeducators and teachers. As the project has matured, the partner organizations have streamlined the "pathway" to teaching for participating paraeducators. We try to transform the teacher education experience into a seamless induction process that involves not only universities, but also school districts, schools, and labor unions. We see the induction process in sequential stages, "Early induction" includes the teacher education course work supplemented by a supervised laboratory experience that paraeducators encounter at participating project schools. "Intermediate induction" extends the apprenticeship model, allowing paraeducators to complete their student teaching while receiving assistance from carefully selected master teachers, individual mentors, and university personnel. "Advanced Induction" provides the support and assessment that have been lacking for new teachers to both improve instructional performance and retain this population in a work force that is very susceptible to burnout. "Post induction" involves an advanced integration into the teaching profession through graduate study, professional staff development support, and leadership development.

Developmental Stages

Development stages of the project will be chronicled as phases that represent given periods of elapsed time and funding cycles. Phase I of the LLMTP lasted about fourteen months. Consortium members collaborated to build the project's infrastructure. In Phase II, which represents the period occurring approximately fifteen months into the project, the central objectives were to expand the program within existing schools, to new schools, and to begin capacity building. This involves the process by which consortium partners collaborate to continue the LLMTP when initial Ford funds have ended. Phase III represents the period approximately three years into the project. Activities in this phase focused on further project expansion, project refinement, and institutionalization. Policy initiatives addressing teacher education, teacher recruitment, and faculty retention were also major areas of focus in this phase. Phase IV, about six years into the project, came about as a result of the project director's work with California's Beginning Teacher Support and Assessment Project, an induction program for new teachers. Phase IV leads us to view paraeducator training as part of an extended induction project, and to incorporate and adapt the California Standards for the Teaching Profession for use by paraeducators,

Components of Support

In this section we turn our attention to components of support that streamline the paraeducator to classroom teacher pipeline. These components were designed to help participants overcome the key obstacles that paraeducators often face in completing their undergraduate degrees and obtaining teaching credentials. Included are: (1) financial assistance, (2) academic and social support, and (3) professional development support.

Financial Assistance

The LLMTP provides each paraeducator with a $1500 scholarship paid biannually providing they maintain normal progress toward degree completion, i.e., a 2.75 GPA and twenty semester units annually (including summer school). For those paraeducators who attend school on a full-time basis (a minimum of 30 to 32 semester units a year), the LLMTP works with the financial assistance office to secure a range of scholarships, grants, and federal loans so that even enrollment in a private university is affordable. The scholarship functions as a "scholastic bribe" to facilitate dialogue between paraeducators and faculty advisers.

Academic and Social Support

There is reason to believe that Latino paraeducators attempting to become teachers will run into more academic difficulties than most other teacher education candidates, including a lower than average pass rate on admissions tests for teacher education, on teacher competency tests, and on teacher certification exams. Because paraeducators are typically the first generation in their families to attend college, Latino paraeducators often feel insecure in higher education settings and frequently experience a sense of isolation, particularly when they attend predominantly white colleges and universities. We have also found that the demands of a full-time job and part-time studies tend to create family tensions for a significant number of females who are the majority of the paraeducator population served by the Latino and Language Minority Teacher Project. To address these academic and social concerns, the project has developed a creative network of support that includes a cohort structure, on-site faculty mentors, adjunct classes, project socials, and school site presentations and meetings.

Paraeducator Cohorts are formed for building cooperative, interactive support systems to assist participants. Cohorts might include participants who have completed a similar number of units and are enrolled in the same teacher education program at the same college or university, participants who live in the same geographic area, and those working as paraeducators in the same or neighboring schools. These cohorts meet at local school or college sites class and other activities. Such interactions promote a sense of group membership and support that has enabled many to overcome difficulties along their path to becoming teachers. On-site Faculty Mentors at the home schools are assigned to each participant for purposes of assuring that routine and non-routine problems they encounter can be addressed. Faculty Mentors function as program's catalysts, cheerleaders, staff developers, and problem solvers. Because mentors serve a critical role in the project, they are carefully selected. To qualify for this position, an individual must be recommended by experienced educators from the participating schools, hold a valid bilingual California teaching credential, and show evidence of instructional leadership.

Adjunct Class Sessions are provided by some of the universities participating in the LLIVITP to those paraeducators who need academic assistance. Adjunct class sessions differ from more traditional forms of assistance available to college students in that the adjunct sessions combine learning strategies with course content and explore the application of such content to applied teaching. The leaders of the adjunct sessions are learning or content specialists with backgrounds in education. Participants are assigned university advisors in an ombudsman capacity. They assure that paraeducators are taking appropriate courses, facilitate enrollment in required courses, provide tutoring as needed, and streamline the university's bureaucratic maze for first generation college students,

The University LLMTP advisers also facilitate the transition from community college to four-year university. All LLMTP paraeducators attending community colleges meet regularly with the four-year LLMTP adviser to plan their course work at the community college, to focus only on courses that transfer to the university, and to designate a date when they will leave the community college. The community college students are required to meet the LLMTP faculty adviser at the four-year college site before they take classes at the community college.

Project Socials tie the community to higher education. We find that participants who receive support from their families are more apt to complete the program than those who do not. To secure such support, the Latino and Language Minority Teacher Project initiates a variety of social activities that involve participants' families and friends. These social events are intended to diminish the concerns of spouses, children, and other family members, as well as other social pressures encountered by participants.

School Site Presentations and Meetings are also used in the project. The purpose of these activities is to inform classroom teachers and administrators at participating schools of the problems and pressures that their paraeducators encounter while working toward the goal of becoming credentialed teachers. The underlying purpose of these presentations and meetings is to encourage school personnel to develop strategies for supporting project participants.

Professional Development support. To supplement the professional preparation that participants receive through their course work, the LLMTP offers special seminars. Seminar topics are selected by consortium members to address educational concerns not traditionally covered in teacher education, including, (1) the use of the internet for instructional planning, (2) the paraeducator and classroom teacher as instructional partners, (3) the role of primary language instruction in accessing English for academic purposes, and (4) instructional strategies. The LLMTP deliberately encourages joint attendance by the paraeducator and a more experienced educator who can mediate the experience for them. We also subscribe to the belief that participation in conferences is essential to promote professional development. The LLMTP sponsors participation at major professional conferences. Attendance at these conferences is viewed as a critical component in the induction of paraeducators into the teaching profession. This also provides the opportunity to meet and interact with other professionals in the field, thereby enhancing their professional socialization, a significant factor in staying in college for Latino students.

Institutional Mission and Context

USC has grown into an international center of learning, enrolling more than 28,000 undergraduate, graduate, and professional students on two campuses and offering degrees through its College of Letters, Arts, and Sciences, Graduate School and 16 professional schools. It ranks in the top 10 among private research universities in the United States in federal research and voluntary support, and is only one of four private research universities in the western United States elected to membership in the Association of American Universities, a group that represents the top one percent of the nation's accredited universities and accounts for nearly two-thirds of all federally sponsored research.

The School of Education offers a Bachelor of Science in General Studies for students who plan to become skilled elementary classroom teachers and it offers an undergraduate education in a pluralistic society minor. Graduate Programs are offered in the Division of Counseling Psychology, Division of Educational Policy, Planning, and Administration, and the Division of Language and Instruction. Graduate programs lead to the Doctor of Philosophy, the Doctor of Education, the Master of Science in Education, and the Master of Marriage, Family and Child Counseling.

Key Consortium Representatives

California State University, Dominguez Hills
California State University, Los Angeles
Loyola Marymount University
The University of Southern California
Occidental University
Los Angeles Unified School District
Baldwin Park Unified School District

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A-6: Preparing Teachers at the Community College Level

History

Miami-Dade Community College (M-DCC) is among the very few, if not the first community college to establish a School of Education. Like most community colleges, M-DCC's education courses were embedded within the social science department on each of the campuses. Each campus had its own way of approaching the needs of its education students. In July, 1998, the College pulled education courses away from their traditional home in the social science department and established the college-wide School of Education. This action itself may be considered an innovation.

The School was established in recognition of the pivotal role the community college plays in the teacher preparation process. For instance, it is estimated that over 70% of all elementary school teachers in the Miami-Dade County Public School system took all of their math and science courses at M-DCC. Further, more than 80% of the transfer students in the undergraduate program at the College of Education at the local state university, Florida International University, are graduates from M-DCC. The percentages are even higher at some of the local private universities.

The College prepares a significant number of minority teachers. There are currently close to 4,800 declared teaching majors enrolled at M-DCC. More than 65% are Hispanic, 21% are Black non-Hispanic, 12% are White non-Hispanic, and nearly 2% are classified "Other."

The School of Education offers programs in elementary, secondary and early childhood education. Students may earn a variety of degrees, certificates and certifications through the School including the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, vocational certificate (V.C.C), Child Development Associate Equivalency certificate, and the Child Care and Education Program Administrator Credential. Courses for teacher certification and re-certification, and professional development workshops also are provided. The School offers its programs at five of the College's six campuses (the sixth campus is the Medical Center Campus where health career-related courses are offered exclusively). Students who complete the A.A. degree may enroll in any of the state university Colleges of Education in Florida with junior level standing. Most of the private universities will grant associate degree holders the same status.

Required courses include a focus on diversity, technology, and field experience. Specifically, students must complete an introductory course, a course on teaching diverse populations, and a course on educational technology. Students are required to complete a minimum of 15 hours field experience in each of the first two courses. The School also offers a field-immersion course for those who wish to explore more extensively the career of teaching. In addition, there are a variety of other education courses available to students, including several in early childhood, and an introductory special education course.

The School of Education is actively involved in several collaborative projects designed to improve teacher quality. Some of the projects are fully developed while others are in the formative stage. A few are mentioned here:

1. The Alliance program is a partnership between the Stevens Institute of Technology, the League for Innovation in the Community College, Bank Street College of Education, Educational Testing Service, Polaris Career Center, and Cuyahoga, Maricopa, and Miami-Dade Community Colleges. The project is an internet teacher training program designed to provide teachers and prospective teachers with effective, technology-based means for improving teaching and learning in science and mathematics. Participants are trained to use the internet to access real-time data in their science and math classes. As the project focus shifts from in-service to pre-service, the School of Education will work with the M-DCC's School of Natural and Social Science to train math, science and educational technology faculty who will teach courses for targeted groups of education majors. The goal is to expose future teachers to effective methodologies while strengthening their content knowledge. Math and science faculty will use the State of Florida's Sunshine State Standards (what students are expected to know at different grade levels) as the backdrop for their classes. Educational technology faculty will integrate the math and science content into

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their methodologies and require students to demonstrate competency with various technologies using the math and science content. Thus, students will have an enhanced experience with the content and pedagogy relevant to their likely future job sites, i.e., public schools in Florida.

2. Miami-Dade Community College and Barry University, a private Catholic university in Miami, have an innovative 2 + 2 program for education majors. Students earn their associate degree at M-DCC, then transfer to Barry University to pursue their baccalaureate degree. Using the cohort model, Barry University provides all of its classroom instruction on the M-DCC campuses. The program features the same small class size and access to professors to which students are accustomed at M-DCC. Students may choose programs in pre-K/primary, varying exceptionalities, and elementary education. Faculty from M-DCC are often hired to serve as adjunct for Barry in the 2 + 2 program. With the Barry University program on the M-DCC campuses, faculty from both have been able to work closely to ensure student success. Feedback is constant and fluid such that adjustments can be made quickly and effectively.

3. By federal mandate, at least 50% of all Head Start teachers must hold an associate or baccalaureate degree in early childhood, or complete six (6) college credit courses in early childhood if they possess an out-of-field degree, by the year 2003. The School of Education has entered into a consortium with the Miami-Dade County Community Action Agency Head Start, Miami-Dade County Public Schools, Barry University, and Florida International University to help Head Start teachers comply with the mandate. The program offers Head Start teachers access to educational opportunities tailored to their specific needs. Where possible, they are enrolled as a cohort at sites convenient to them.

Institutional Mission and Context

The mission of Miami-Dade Community College is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community. Miami-Dade Community College is a six-campus, single-district institution that serves a non-traditional, ethnically diverse student population. During the 1997-1998 year, the College had 124,873 students enrolled in credit and non-credit courses. The average student age was twenty-seven and a half years. Approximately 86% were Hispanic, or non-Hispanic, Black; 40% were resident aliens or refugees; 53% lived on household incomes of less than $20,000 per year; and 56.3% were first generation college students. The Miami-Dade County Public School system enrolls over 350,000 students each year, 87.5% of whom are racial and ethnic minorities.

Key Partnerships

Miami-Dade County Public Schools
Barry University
Florida International University
League for Innovation in the Community College
Stevens Institute of Technology
Bank Street College of Education
Miami-Dade County Community Action Agency Head Start

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A-7: Three New Curricular Partnerships to Foster Quality Teaching

History

George Mason University initiated these projects in the fall semester of 1997. The first one implemented was the faculty development opportunity for professors of mathematics and the sciences. This program extended a handful of small opportunities offered through National Science Foundation funding for collaborative projects between education schools and arts and sciences. At the request of faculty in both units, the deans' offices have been sponsoring monthly workshops between faculty in the disciplines of mathematics and science and a science educator. The focus of these workshops has been improving instruction in lower division, undergraduate courses. The science educator has been leading the workshops using the latest findings from research on effective teaching practices in math and science. The workshops have been going on for two years with very positive evaluations from the participants who are quite interested in increasing their instructional effectiveness with undergraduate students. The University will benefit from this effort through better instruction in undergraduate mathematics and science; greater collaboration between the College of Arts and Sciences and the Graduate School of Education; broader opportunities to focus University discussion around teaching and learning; and an undergraduate student population which learns at higher levels.

The second project extends into the continuing professional development of practicing teachers. Grounded in the premise that solid content knowledge is prerequisite to effective teaching, we have jointly crafted a new Master's degree entitled Advanced Studies in Teaching and Learning. This degree program of thirty semester hours includes twelve credit hours of an education "core" and eighteen credit hours study in one of the disciplines found in Virginia's Standards of Learning for K-12 schools, namely English, History/Geography, Science, and Mathematics. The education core is based in the five propositions of the National Board for Professional Teaching Standards. Completing the core, which includes the use of simulated National Board exercises, should prepare a teacher to stand for National Board Certification. Completing the eighteen credit hours in a discipline prepares a teacher to assume the role of content leader among his/her school peers. As can be seen, the goal of this joint degree program is to invest in teacher content knowledge and teaching expertise. As a result of this effort, schools benefit in multiple ways: preparing for National Board Certification is led by University faculty in the Graduate School of Education; teacher content knowledge is expanded through deeper study in a discipline for which the teacher is accountable; schools receive a "teacher leader" in a content area who can help shape curriculum at grade level among peers; there is a direct link of the College of Arts and Sciences in the continuing education of a teacher; we increase the likelihood that teachers know what they need to know and are thoughtful about how to help all children learn to the state's standards.

Another area of teacher professional development is a jointly-sponsored project entitled the Intellectual Life of Schools (ILS). This is a one-week summer institute for teachers in which they wrestle with the "world of ideas." ILS is professional development only to the extent that a small group of teachers comes together for a week, reads a common text (The First Moderns by William Everdell this past summer), and explores with University faculty the implications of the thought found therein. Through ILS, schools are advantaged because teachers are reminded about the world of ideas and how central clear thinking is to quality education.

The third collaborative activity, which is still in the design phase, is a new multidisciplinary degree program for aspiring elementary teachers. Since George Mason University requires a bachelor's degree for admission into teacher preparation, there is a role for the College of Arts and Sciences, through its unit New Century College, to design an undergraduate degree that meets the requirements of a baccalaureate degree and which prepares aspiring elementary teachers in the subjects they will teach. This will be alternate to the single discipline major currently required because that approach fails to educate elementary teachers well enough in all the subjects for which they are responsible. When this design is implemented, schools will benefit because elementary teachers will have deeper content knowledge than they currently have in all the disciplines they teach; new groups of teachers will enter into the field who know the value of being well-educated and well-prepared for the roles they will undertake.

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Through these initial efforts the two units have agreed that the best teachers are both well-educated and well-prepared. As the units increasingly find common ground other collaborative activities can grow from the trust and confidence created through these early initiatives.

Institutional Mission and Context

George Mason University is the state regional University for Northern Virginia. It is classified as a Carnegie doctoral II university with an enrollment of 25,000 and 900 faculty. As a regional state University, it carries an expectation of graduating students who can contribute directly to improving the region's economy and social environment through high quality programs and high quality teaching. In its short history (twenty-seven years), it has established itself in the National Capital Region as a center of excellence.

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A-8: Georgia State's Professional Education Faculty: An Internal Collaboration to Promote Teacher Quality

History

The Professional Education Faculty (PEF), which oversees all professional education programs at **Georgia State University**, consists of faculty from the College of Education and the College of Arts and Sciences who have a significant role in professional teacher education. The PEF is charged with designing and/or approving policies and procedures related to curricular, instructional, accrediting, admissions, and other issues. The mission of the Professional Education Faculty at Georgia State University is to prepare and enhance educational professionals who function effectively within an urban context.

Membership of the Professional Education Faculty (PEF) includes representatives from four strategic groups: College of Education faculty involved in educator preparation programs; College of Arts and Sciences faculty involved in educator preparation programs; faculty and administrators from five collaborating P-12 school systems; and students in the teacher preparation programs. Formal collaboration has been on-going since 1987, with the establishment of the Initial Teacher Education Committee (ITEC) and its report in 1988, *A Plan for Change*. In this report, the committee called on the entire University community to make teacher preparation a priority and urged University administrators to take a leadership role in promoting this goal. The report outlined specific substantive recommendations that should guide the development of initial preparation programs.

The initial by-laws for thee Professional Education Faculty were approved in 1989. In 1991, the Professional Education Faculty was established as the governing unit over all educator preparation programs. It is at the sub-committee levels that the representatives of the four constituent groups work together on the details of program, course, and instructional issues, and that close collaboration of faculty across colleges and between the university and the public schools occurs. Sub-committees include the Curriculum Committee, the Standards and Accreditation Committee, and the Diversity Committee.

The Executive Council of the PEC reviews the work of the committees, assigns tasks to existing or ad hoc committees, and prepares the agenda for council meetings. The council chair is a one-year position and is rotated among faculty in the two colleges.

Institutional Mission and Context

Georgia State University is one of 34 institutions in Georgia that comprise the public University System of Georgia, which is governed by a 15-member Board of Regents. Georgia State's central location is downtown Atlanta. The mission of the university is to prepare students who are critical thinkers, creative problem-solvers, and responsible citizens who make ethical choices. Georgia State University also seeks to ensure that students become scientifically, technologically, and culturally literate. Georgia State is committed to serving the urban community in which it is located.

The university serves approximately 23,00 students, traditional as well as returning and working students; 53% of the university's students work full time. It also serves more African-American students than any other college or university in Georgia.

The university has six colleges and schools: Arts and Sciences, Business, Education, Health and Human Services, Law and Policy Studies. The College of Education offers over 50 degree programs in six departments at the undergraduate, master's, specialist and doctoral levels, as well as certificate endorsement and add-on programs. Degree programs for secondary education majors are housed in the College of Arts and Sciences.

Georgia State has access to over 15 public school systems in the Atlanta area, thus providing rich opportunities for partnerships, field experiences, research and service. Considerable off-campus talent also is available to enrich campus programs. Active practitioners often are an integral part of educational programs.

Key Representatives

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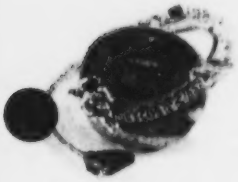

A-9: Montclair State's Center of Pedagogy

History

Montclair State University is one of the original eight sites in the National Network for Educational Renewal (NNER), founded by John Goodlad. Its practices for the education of educators reflect both the principles embedded in the Agenda for Education in a Democracy, and a commitment to deep partnership with public schools and critical thinking that preceded the University's involvement in the NNER. The key exemplary practices to be highlighted include:

A. The delivery of programs for the education of educators through a university wide Center of Pedagogy, an institutional structure involving faculty in arts and science, in education, and from the K-12 schools as equal partners in teacher education. This tripartite group is responsible for the simultaneous renewal of the education of educators and the schools.

B. A commitment to a clear, shared vision of its work exemplified in a "portrait of a teacher." The vision includes a commitment to teaching for critical thinking as a vehicle for the enculturation of the young into a political and social democracy, for providing access to knowledge for all children, the use of nurturing pedagogy, and a commitment to stewardship of best practice. The moral dimensions of each of these curricular areas are emphasized. The Portrait is a vehicle for admission, curriculum development, and formative and summative evaluation of candidates.

C. A commitment to partnership with schools through the New Jersey Network for Educational Renewal, a mature partnership of 22 school districts, including urban and suburban settings. The Network supports ongoing professional development that involves university and school faculty as equal partners, teacher study groups to examine critical issues facing individual schools and teachers, and the development of sites for student field experiences that represent best practice. Three high school Professional Development Schools are in operation, and four more will open in the next year. Dozens of Partner Schools also are affiliated with the University.

D. A recognition of the University's special responsibility to assist in the diversification of the teaching force and more effective teaching in diverse settings. This commitment includes a Higher Education Title II recruitment grant to prepare new mathematics and science teachers for urban schools. Using University resources, a specialized center, the Teacher Education Advocacy Center, designed to support students of color in their pursuit of teaching as a career that employs counselors and a program assistant, has been established. In September 2000, the Montclair State University Pre-collegiate Teaching Academy will open as a new public high school in Paterson, with major support from a corporate foundation, designed with a math science emphasis for students who are considering teaching as a career. Nearly 100% of the students will be people of color. The high school will be jointly operated by the district and the University, and graduates are guaranteed admission to the University.

E. A carefully designed Leadership Associates Program to prepare leaders to support the shared vision of the teacher education program among faculty in the arts and sciences, education and the K-12 schools.

F. The use of critical thinking and a community of inquiry as the pedagogical underpinning of the program.

G. A redesigned faculty reward system to recognize faculty work in schools. This program, the Faculty Scholarship Incentive Program, provides faculty time for scholarship broadly defined, including scholarship of pedagogy, of application, and of discovery and aesthetics. Faculty in the program may have on-load released time for work in the schools,

H. The University offers a doctoral program for classroom teachers who seek to remain in the classroom, the first doctoral program for educators in New Jersey, and perhaps in the nation, for which excellent classroom teachers do not have to make a commitment to leave the classroom. The curriculum is based on the Portrait of a Teacher, with the first specializations in Philosophy for Children and Mathematics Education. The program is administered by the Center of Pedagogy.

In addition, the University is an active member of the Holmes Partnership and the UNITE project, is a center for field testing NCATE's PDS standards, and is one of the seven sites in the National Education Association's Teacher Education Initiative. The University, through a USIA Grant, is in partnership with Kirovograd Pedagogical University, Ukraine, to develop approaches to enhance the role of public education in democratization.

Institutional Mission and Context

Montclair State University is a publicly assisted comprehensive university in Northern New Jersey, fifteen miles west of Manhattan. It enrolls 13,500 students. most of them commuters. The University sits in a suburban community, but is within 15 minutes of Newark and Paterson, two of the state's largest urban areas, and has a strong commitment to outreach through service learning and other forms of involvement in the community. The University is committed to a strong liberal arts education for undergraduates through an extensive general education program. Professional and applied programs and all traditional liberal arts majors are offered through five Colleges and Schools.

Partnerships

The key partnership vehicles are the Center of Pedagogy and the New Jersey Network for Educational Renewal, described above. Through partnership in a series of networks, the University retains close contact with universities and schools across the country with similar commitments. In every instance, the teacher associations in the schools in partnership with the University are key players in each collaboration.

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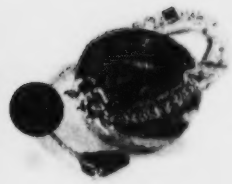

A-10: University of Dayton's Interdisciplinary CORE Curriculum

History

CORE is an interdisciplinary curriculum designed to fulfill and to integrate the University's general education requirements. Students take ten courses (six in the first-year, three in the second, and one in the third) that fulfill all general education requirements (except physical and life sciences) as well as the basic skills requirement in reading and writing. Faculty teaching in CORE work together to integrate the material in their courses and encourage students to draw on what they are learning in other CORE classes.

Annually, CORE enrolls approximately 105 students with a variety of academic profiles; it is not an accelerated or honors program. All entering first-year students are invited to apply; students in some majors in the College of Arts and Sciences are enrolled automatically; students in elementary education are encouraged to enroll.

Humanities Base: The Humanities Base asks all students, no matter their division or major, to examine what it means to be human through four required general education courses in the humanities. These courses are integrated disciplines by a common set of issues and readings as well as through programs - plays, performances, and speakers - offered outside the classroom. These issues and readings are examined in workshops several times a year by the faculty who offer these courses and staff from student development who sponsor campus programs. Preferably completed in the student's first year, the goals are for students to develop their own concepts of what it means to be human, to integrate their general education program with their professional preparation, and to create a community of learners that crosses boundaries of disciplines and liberal and professional education. The course options are:

History:
HST 101, History of Western Civilization from Its Classical Roots to 1715 or
HST 102, History of Western Civilization Since 1715 or.
HST 198, History Honors Seminar
Philosophy:
PHL 103, Introduction to Philosophy
Religious Studies:
REL 103, Introduction to Religion (choice of Catholic, comparative religion, or scripture option)
English:
ENG 102, College Composition II
ENG 114, Freshman Writing Seminar
ENG 198, Freshman Honors Seminar

Thematic Clusters: To facilitate an integrated view of different domains of knowledge and to encourage students to understand the broad world around them, all undergraduates must complete one thematic cluster. A thematic cluster is a series of courses from the domains of knowledge, focusing on an issue central to the human condition, one that connects the Humanities Base with its focus on what it means to be human with a student's education as a professional. To fulfill the thematic cluster requirement, students must complete a minimum of three approved courses in a single cluster, representing three different domains of knowledge. For the purpose of thematic clusters, philosophy and religious studies are considered separate domains of knowledge. The domains of knowledge are defined as arts studies, historical study, philosophy and religious studies, physical and life sciences, and the social sciences. Students receive specific information about thematic clusters from their faculty advisors. Students must have the approval of their advisors before selecting and registering for a thematic cluster. *The Guide to the University General Education Program* describing all approved clusters and their course offerings is distributed to all students via hard text and through a dedicated website.

Historical Overview: The CORE program was the first curricular innovation undertaken by the University. It was initiated experimentally in the 1980s and became mature as a program in the 1990s. A description of how and why it evolved is outlined below.

In 1985, the University developed a CORE program with the support of a grant from the National Endowment for the Humanities. This ambitious program integrated ten courses, mostly in the humanities, with some social science courses, around the theme of "pluralism and human values." The faculty from the School of Education became actively involved in the development of the CORE curriculum and took advantage of the theme to enhance their own curriculum. In short, all the professional schools had students, admittedly a limited number, enrolled in programs that achieved positive results by systematically integrating general education courses.

Also in the 1980s, the University supported faculty seminars within which faculty could look at major contemporary issues in an interdisciplinary fashion. In large part, the idea for these seminars originated with faculty meetings to discuss "pluralism and human values" as preparation for offering the courses in the CORE program. The faculty identified the topic, developed the structure, and provided the leadership for the seminar

During this period, the University sponsored an ongoing conversation among the faculty and across the campus about the traditions, mission, and direction of the University. Faculty seminars focused on a variety of issues including social justice, values and technology, the Catholic intellectual tradition, and global issues. These seminars combined with discussions held across campus and among faculty led to a growing consensus that the University's curriculum and the students' learning experience should better reflect the mission and traditions of the University.

In 1988, the Academic Senate began a three-year process of first reviewing and assessing existing general education requirements and then proposing revisions. Surveying and interviewing faculty, students, and administrators, the Committee found much dissatisfaction with existing requirements. The Committee concluded that few faculty understood the rationale for the requirements, that the requirements lacked coherency and integration, and that, consequently, the requirements did not reflect the Catholic and Madanist identity (or mission) of the University. After exhaustive discussions mid numerous iterations based on faculty responses, the Committee submitted a revised general education program consisting of a Humanities Base for the first-year students and thematic clusters for upper class students. In April 1991, the Academic Senate overwhelmingly approved the changes.

Clearly, the adoption of an integrated, coherent set of general education requirements was not the result of singular work by central administrators (i.e., the President). The effort of the University administration in the early 1980s to set goals for University requirements faltered on the lack of consensus among the faculty as to the institutional mission. Consequently, the faculty made the parochial interests of their departments and their division their paramount concern in reviewing and revising the curriculum. By the late 1980s, the faculty had reached some consensus about the mission of the University, the distinctive educational goals of the institution, and the relationship of these goals with professional education. Without such consensus, revision efforts would have failed. And without a clear definition of and substantial public dialogue regarding the University's mission, consensus would never have been possible.

The Humanities Base and Thematic Cluster programs were initiated in the 1990s. A history of development somewhat similar to that of the CORE occurred. One problem with the CORE is that it limited student enrollments. The Humanities Base and Thematic Clusters emerged to address the broader range of needs of the University and to be inclusive of all students.

The College of Arts and Sciences has administrative control of all the above programs. Faculty from the various professional schools are actively involved in dialogue about program goals and purposes and they do have opportunities to influence the structure of various Cluster course requirements. But, ultimately, all control for the program rests with Arts and Sciences.

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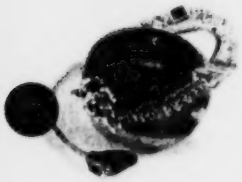

A-11: Project SUCCEED: School University Community Coalition for Excellence In Education

History

Our coalition has already demonstrated in a variety of ways our strong commitment to collaborating with one another. Building upon a solid foundation, we will strengthen the links between SOE, CAS, and K-12 faculties and substantially increase interactions among teachers, administrators, and higher education faculty, We have established eight objectives that we anticipate will lead to the accomplishment of our goals and can be directly linked to specific pre-existing and new project components:

OBJECTIVES	Existing Components	New Components,
1. Increase the number of students whose career goal is to teach in urban high-need schools	Joint recruitment efforts between CAS and SOE	STAR Scholarships - 8 per year
2. Improve prospective teachers' subject area knowledge and pedagogical knowledge	Dual major required (in CAS & SOE) ie. Conceptual framework that focuses on the integration of knowledge across disciplines Learning community	Now learning communities Curriculum reform Summer Institutes
3. Ensure that prospective teachers are well prepared for the realities of the classroom	Acclaimed field experience program 3 PDSs	Improved field experiences Addition of 5 PDSs PACES
4 Prepare prospective teachers to work effectively with culturally and linguistically diverse students and families	Focus on diversity in programs Diverse field experiences TESOL endorsement	Enhanced field experiences in PDSs Emphasis on sociolinguistics, working with families, TESOL
5 . Prepare prospective teachers to use technology as a tool for integrative teaching and learning	Technology focus in programs Field experiences using technology	Electronic portfolios Miami Museum of Science internship and training Project SUCCEED Website
6 Provide support for education graduates during first three years of teaching	Informal support network	SUPPORT Network (with Peer Partners, university faculty, graduate assistants)
7 Increase professional development in research-based practices for K-1 2 teachers	Professional development activities in PDSs and other schools	a Summer institutes e Enhanced professional development activities
8 . Enhance K-1 2 teachers' professional growth professional growth	Involvement in PDSs Adjunct university faculty Clinical supervisors Involvement in Holmes Partnership / UNITE	New PDSs and Centers PACES/electronic portfolios Serve as Peer Partners Increase involvement in state and national organizations

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NEW COMPONENTS THROUGH PROJECT SUCCEED

STAR Scholarship Program

This scholarship program will provide full tuition to 8 undergraduate students who will be non-traditional students (e.g., paraprofessionals currently working at high-need schools), or students from urban high-need schools, Our goal is to attract and retain university students who share the goal of teaching in urban high-need schools and can commit to staying at such schools after graduation.

New Learning Communities

Learning communities will feature increased team-teaching across departments and programs, making explicit the links between content knowledge and pedagogical skills. Special sections of liberal arts courses will be designated for prospective teachers and will link with SOE.

Collaborative Curriculum Reform

CAS and SOE will look closely at the curriculum in undergraduate programs for prospective teachers. Curriculum reform efforts will focus on assuring that the connections between subject matter knowledge and pedagogical knowledge are explicit. The Miami Museum of Science will provide a science-rich environment for prospective teachers to hone their teaching skills by serving as paid interns in the museum's summer camp.

New Professional Development Schools

We are greatly expanding our PDS program from a current base of three schools to a total of eight schools. These schools will play an extensive role in prospective teacher education and participate in professional development activities. Graduate assistants for CAS and SOE will be assigned to our PDS's.

Professional Development Centers

We are creating Professional Development Centers at select PDS sites for the purposes of: (a) providing support for K-12 teachers at new PDSs through Peer Partners; (b) assisting with the piloting of the MDCPS Professional Assessment and Comprehensive Evaluation System (PACES) program; and (c) mentoring new teachers through a SUPPORT Network.

Peer Partners. A cadre of experienced PDS classroom teachers and administrators will assist with the support of new PDSs as Peer Partners, serve as members of the Project SUCCEED Steering Committee and/or the Professional Development School Consortium, and assist in the teaching of our university classes.

PACES. A classroom-based, research-grounded professional development system that includes portfolio development, direct classroom observation, individual and collaborative comprehensive planning, self--assessments, and multiple assessments by multiple assessors. It gives priority to self-reflection, collaboration, and self-responsibility for professional growth.

Electronic Portfolios. Prospective and K-12 teachers will develop CD-ROMs that are modeled after the portfolios required of applicants for National Board Certification. These portfolios will include videotaped segments of actual classroom instruction, examples of students' work products, and reflective analyses of teaching. Prospective and K-1 2 teachers will attend training in how to develop electronic portfolios at the Miami Museum of Science.

A SUPPORT Network will provide extensive assistance for new teachers after they have graduated from our programs. The SUPPORT Network will involve M-DCPS master teachers as Peer Partners, administrators, SOE and CAS faculty members, and graduate assistants.

Professional Development

Professional development with a focus on improving K-12 instruction and enhancing student outcomes will be provided on site at our PDSs and at UM through Summer Institutes. Each of our PDSs has targeted different areas in which they would like to receive professional development (e.g., Reading, FCAT Preparation, Cultural & Linguistic Diversity, and Working with Families). We expect that the focus of our

professional development efforts at each school will change over the five years of the project based on annual assessments of each school's changing needs.

New Summer Institutes will be conducted collaboratively by CAS, SOE, M-DCPS, and, in some cases, the Miami Museum of Science (e.g., in Earth Science and Environmental Geology, Theater, African American Studies, English, Mathematics, and Reading).

Integrating Technology Across the Curriculum will be a focus of professional development for prospective and practicing teachers through coursework at UM, the Miami Museum of Science, electronic portfolios, a "paperless" classroom at one of our PDSs, and distance learning at another.

Institutional Mission and Context

The University of Miami is the largest private institution of higher education in the southeastern United States, and is accredited by the Southern Association of Colleges and Schools. UM is composed of 14 colleges and schools on four campuses, with nearly 14,000 degree-seeking students in approximately 110 undergraduate, 95 masters, 55 doctoral, and 2 professional areas of study. The 1,850 full-time faculty includes Guggenheim Fellows, Fulbright Scholars, and National Science Foundation recipients. In the last fiscal year, UM received more than $161 million in grants. In a recent National Science Foundation listing, UM was placed 39th in the nation among academic recipients of federal research and training grants and 21st out of private universities. The School of Education, Department of Teaching and Learning, offers curricula leading to the degrees of B.S.Ed., M.S.Ed., Specialist, and Ph.D. Programs focus on Elementary Education, Secondary Education, TESOL, TEFL, Reading and Learning Disabilities, Emotional Handicaps and Learning Disabilities, Early Childhood Special Education, and Pre-K Primary Education. The College of Arts and Sciences offers curricula leading to the degrees of B.S., B.A., B.H.S., B.F.A., B.L.A., M.A., M.S., MFA, and Ph.D Programs focus on Afro-American Studies, Anthropology, Ad, Art History, Biology, English, Geography, Geological Studies, History, Marine and Atmospheric Science, Philosophy, Religious Studies, Sociology, Theatre Arts, and Women's Studies-Social Science.

Miami-Dade County Public Schools (M-DCPS) is the fourth largest and fastest growing urban school system in the nation. M-DCPS is a leader in urban education, having been involved in systemic school reform since the late 1980s. M-DCPS serves approximately 350,000 culturally and linguistically diverse students in grades pre-K through 12th. M-DCPS and UM have developed a national model for joint relations between a university system and a public school system. The Dean of the School of Education and the Superintendent of M-DCPS established a contractual agreement that has included over 25 cooperative agreements in the last 5 years.

The Miami Museum of Science was founded in 1949 and today serves nearly 300,000 visitors annually, including 100,000 students through in-school, outreach, and focused programming. The Museum of Science will draw upon over a decade of experience developing and disseminating training and materials for preparing K-1 2 teachers in the use of technology as an instructional tool. The Museum of Science has recently been named an official affiliate of the Smithsonian Institute.

Key Partnership Representatives

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A-12: Infusing Technology into the Teacher Education Program

History

In the mid-1980s, the Curry School of Education (**University of Virginia**) reorganized both the education school and its associated teacher education program. Educational technology was one of three strands (along with special education and multicultural education) designated for integration throughout the program. The innovation or strategy that has led to the current level of integration in the teacher education program has been based on the following two facts.

- The on-going process of integration has been sustained over a fifteen-year period through the tenure of three separate deans.
- This initiative has engaged a broad spectrum of faculty members rather than remaining the province of a few who are technologically oriented.

The key to the success that the Curry technology integration program has enjoyed does not rest on any particular technological innovation or solution. Rather, it is based on the concept that if a broad range of faculty members address an issue from a variety of perspectives over a sustained period of time, useful results are likely to emerge.

The end goal of this effort is to ensure that pre-service teachers will be prepared to integrate appropriate uses of educational technologies in their own teaching after graduation, and serve as leaders for other teachers. After working on this goal for an extended period of time, the Curry School faculty members have reached several shared values or conclusions regarding the most effective means of attaining this goal.

- The focus should be on teaching with technology rather than teaching about technology.
- Many uses of educational technology are specific to particular subject matter and content areas.
- Partnerships with local school divisions and state policy makers are essential elements of this strategy.

Technology Across the Curriculum

Future teachers take their cues from the practices they observe in classrooms during teaching internships. If students are taught the latest technologies as part of their teacher education program, but do not see effective technology practices in the schools, they are unlikely to incorporate technology use in their own teaching. Recognizing that fact, the Curry School and local school divisions have been working together to ensure pre-service teachers are likely to encounter best practices in K- 12 schools.

The Curry School, the Albemarle County schools and the Charlottesville City schools have been collaborating on a project designed to support one another and align the technology efforts of each partner. The Technology Across the Curriculum (TAC) project is developing appropriate in-service educational technology standards based on the premise that appropriate uses of technologies differ by content area and grade level. For example, the Geometer's Sketchpad is an appropriate tool for a tenth-grade geometry teacher, while Kid Pix may be more appropriate for a kindergarten teacher. Teams of local teachers and faculty from different grade levels and content areas are jointly developing standards for in-service education. The Curry School, in turn, will make use of this information to identify content appropriate for integration in Curry School pre-service courses.

Technology Infusion Project

In a related collaborative effort, the director of the Technology Infusion Project (TIP) works with the Albemarle County school division technology coordinator to pair pre-service teachers with local classroom teachers. The pre-service teachers are enrolled in an educational technology course that requires them to implement technology practices in real classrooms. Each team spends a semester identifying ways to appropriately integrate educational technologies into the specific classroom practices and curriculum of the participating teacher.

The TIP program is jointly funded by the Curry School and the Albemarle School Division, as an act of conscious symbiosis that signals that both partners benefit equally. The school division benefits through more effective

integration in local classrooms, while the Curry School benefits because the program helps ensure that the practices observed by pre-service teachers will be state-of-the art.

Institutional Mission and Context

The University of Virginia, founded in 1819 by Thomas Jefferson, has long been recognized as one of our nation's premier public universities. *U.S. News and World Report* has ranked UV as the nation's top public university for most of the 1990s. The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. The University of Virginia enrolls about 18,000 students in eleven schools, and serves them with a faculty approximating 2000.

The Curry School of Education, recently ranked 13th among graduate schools of education by *U.S. News and World Report,* has two major missions. The first is to prepare personnel to work in America's educational system, pre-kindergarten through collegiate levels, and to conduct research and scholarship that address problems and issues of importance to our educational system. Through partnerships with other organizations and educational institutions the Curry School is committed to developing exemplary and innovative approaches to address those issues and problems. The second major mission is to enhance human potential performance by preparing professionals and conducting research in such areas as psychological/emotional development, physical development and fitness, and speech/language/auditory development. These areas contribute to the betterment of the human condition and are directly related to increased learning and successful experiences in our educational system.

The Curry School enrolls approximately 900 graduate students. Teacher education occurs through two routes: a five-year program in which students earn a bachelor's degree from the College of Arts and Sciences and a master's degree from the Curry School, with both degrees being awarded simultaneously; and a two-year post-baccalaureate master's program.

Key Partnerships

University of Virginia Partnerships

University of Virginia Digital Libraries; Electronic Text Center; Digital Media Center; Special Digital Collections; Geographic Information Center; Institute for Advanced Technology in the Humanities; Virginia Center for Digital History; College of Arts and Sciences; Information Technology and Communications

Partnerships with External Associations

Association for Advancement of Computers in Education; Society for Information Technology in Teacher Education; Association for Education of Teachers in Science; Association of Mathematics Teacher Educators; Council for English Education; National Council for Social Studies College and University Faculty Assembly; Virginia Educational Technology Alliance; The Concord Consortium; Technology Infusion Project: Albemarble County School Division

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B-1: Bringing Diverse Populations into the Teacher Certification Process

The College of Education at Wayne State University focuses on the preparation of professional educators for urban settings. In 1997 the College won the AACTE award for best practice in the area of supporting diversity in the teaching profession. Preparation programs at the College are field-based and work in close collaboration with the public schools, including the Detroit Public Schools. The theme of the College is "The Urban Educator as a Reflective, Innovative Professional."

History

The College of Education at Wayne State University has always been committed to recruitment of a diverse population of students. Approximately 25% of the 30,000 students at the University are from minority groups. Within the College of Education, however, small pools of students from minority groups were applying for initial teacher preparation programs. In an attempt to increase the number of certified teachers from minority groups, two major initiatives were developed: articulation agreements with local community colleges; and alternative pathways to teaching programs with the Detroit Public Schools.

Located in the center of Detroit, in close proximity to downtown, Wayne State University is commuting distance from the five campuses of the Wayne County Community College District. Henry Ford Community College is located in Dearborn, Michigan, also an easy commute to the campus of WSU. Both community colleges have open admissions policies and serve a non-traditional population with an average age of 27. Both institutions have high numbers of students who are members of minority groups. All three institutions are large and complex.

Since teacher certification programs have many specific requirements covering admissions, academic majors and minors, fieldwork in the schools and extensive state mandated testing, additional pipelines were needed to help students complete the programs. Articulation agreements were developed with these community colleges by an official Joint Development and Review Board. Included in these agreements are the following elements: assignment of a contact person from WSU to all community college students interested in pursuing teacher certification as soon as they indicate interest; special preparation for meeting University admissions requirements; arrangements on the WSU campus for community college students to use university resources (i.e. academic development, test taking seminars, etc.); assistance with scholarships and financial aid; guidance in selection of courses which transfer and apply directly for specific requirements for certification; monitoring of academic progress until completion of the program; and cohort group support.

The original Alternative Pathways Project with the Detroit Public Schools began with funding from the Dewitt Wallace-Readers' Digest Fund, through Bank Street College of Education. This program was jointly developed by faculty and administrators from Wayne State University College of Education and administrators and prospective teachers from the Detroit Public Schools. As a result of the success of the first program, four additional programs have been established using this model. All of the programs include teacher candidates who were already working in some capacity in the schools, but not as certified teachers. The programs provide financial support for tuition, monthly group meetings led by the students, experienced teachers who are mentors, an active role by principals in the program, special seminars and support services and on-the-job student teaching. The ongoing support and assistance of the Detroit Public Schools has been crucial to the success of these programs. The original cohort group included students in elementary education and secondary students from mathematics and science education. A second cohort group was modeled directly on the first group, and then additional cohorts were developed for bilingual education, special education and for minority males, the most under-represented group in teacher preparation. Students have made remarkable progress in the programs with most of the first two cohorts finishing their programs in 2-6 semesters, while continuing to work full-time.

We are now incorporating elements from these special programs into our regular preparation program, attempting to institutionalize the "best practices" developed in these alternative pathway programs. Faculty

are enthusiastic about working with students admitted through these programs, because of their unique abilities and the richness they bring through their diverse backgrounds. We all believe these students will make significant contributions to the teaching profession, based upon their performance to date and the obvious commitment to their chosen profession.

Mission

Wayne State University is a national research university with an urban teaching and service mission. The university aspires to implement its curricula in ways that serve the needs of a non-traditional student population that is racially and ethnically diverse, commuting, working, and raising families. Most students are from the first generation in their family or neighborhood to attend a university. There are 14 Schools and Colleges within this state supported institution. The College of Education has over 3,700 students in undergraduate and graduate programs and certifies approximately 700 students per year. All teacher preparation programs are field based and students do multiple field placements before student teaching. The College is NGATE accredited. Wayne County Community College District is designed to be an affordable, comprehensive, contemporary, "open door," urban/suburban and multicultural institution, whose mission is to promote the educational, cultural, and economic development of the community by providing quality education. It serves over 11,000 students, 58% of whom are from minority groups. The city of Detroit is located in Wayne County.

Henry Ford Community College is dedicated to the education and enrichment of its students and community. It is a public, comprehensive non-residential community college striving to meet the diversified post-secondary educational needs of the community. The main campus is in Dearborn, Michigan and there is a Dearborn Heights Center. Together they serve over 13,000 students.

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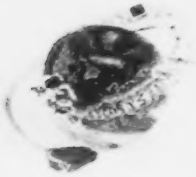

B-2: Bank Street College's Unique Approach to Teacher Education

History

Bank Street College, long a beacon of progressive education, was recently named by the National Commission on Teaching and America's Future as one of seven exemplary learner-centered teacher education programs in the US. Founded in 1916 by Lucy Sprague Mitchell as the Bureau of Educational Experiments for new York City, Bank Street continues to emphasize the individuality of each learner and the importance of community-building in the reconstruction of a more just society. This very sensible approach has enabled Bank Street to make number of important contributions over the years:

- The Bank Street Readers put children of color into textbooks.
- The Little Books anticipated the whole language movement by providing young children with individual books and stories.
- The Bank Street Writer was the first word processing program for children.
- The Voyage of the Mimi was the first interactive multimedia curriculum (and it's where Ben Affleck got his start!)

Based on a teacher education program hailed as a "model of coherence" by the Holmes Group, all Bank Street programs link coursework and supervised fieldwork through an intense process of advisement staffed by senior faculty. This approach to advisement is designed to encourage Bank Street graduate students to reflect deeply, to forge a connection between personal and professional development, to pursue the integration of theory and practice, and to maintain an enduring commitment to collaboration for the benefit of young people and families.

Today, Bank Street graduate faculty are preparing teachers and school leaders, as well as educators for day care centers, museums, clinics and hospitals, to serve the broader range of children and families who will build this nation's future. Well aware of the striking disparity between a mostly white, middle-class, and female teacher corps and the accelerating diversity of our student population, we are currently engaged in efforts to help all educators recognize the strengths and needs of every child - including students with disabilities, newcomer children from different nations, who may or may not be English language learners, and the many children of color from communities who have long been under served.

Mission

We recognize that young people and those who teach them, especially in our large urban centers, will need to draw on everything available that can inform and extend learning. Importantly, this includes educational technology and the arts as well as the many sources of knowledge that all of us bring from our homes and communities. As our colleague Sal Vascellaro affirms eloquently, a key aim of the project we share with partners both in and beyond the NYC school system is to continue "widening the circle of affiliation."

Key Partnerships

Bank Street College's partners include the New York City Board of Education, the Lincoln Center Institute for the Arts. Bank Street is also a member of the Holmes/UNITE project.

Judith Rizzo is Deputy Chancellor of the New York public schools. Specifically Bank Street is in partnership with districts 10, 5, 7, 3 and selected schools in district 2.

Scott Noppe Brandon is the Director of the Lincoln Center Institute for the Arts and is responsible for their higher education collaborative.

Randi Weingarten is the president of the United Federation of Teachers.

Augusta Souza Kappner is the President of Bank Street College.

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B-3: The Open University's Postgraduate Certificate in Education: A Pre-Service Teacher Training Programme

History

The Open University's Postgraduate Certificate in Education (PGCE) is the largest provider of postgraduate initial teacher training (pre-service teacher credentialing program) using Supported Open Learning methods in the UK and Europe. The PGCE programme began in 1994 to provide access for those who, for personal, professional, financial or geographical reasons, had been unable to undertake preservice teacher training by conventional routes. The development of the programme was supported by a 2.4 million pound grant by the UK government.

The OU PGCE is an 18-month part-time programme operating nationally in England, Wales, and Northern Ireland with two primary lines (age range 5-11 year), specializing in early and later years, and seven secondary lines (age range 11-18 years) in English, Mathematics, Science, Design and Technology, Modern Foreign Languages (French), History, and Music. The intake of trainee teachers each year is approximately 1000. The course leads to an academic university award, the Postgraduate Certificate of Education, and a professional qualification, Qualified Teacher Status (QTS), conferred by the UK government.

The OU PGCE is characterized by:

- Supported Open Learning through extensive multi-media teaching materials
- School-based partnership - local to the trainee- which operates as a site for teaching, support and assessment
- An explicit framework of outcome assessment standards incorporating subject and professional knowledge, teaching competences and professional qualities
- A portfolio model of formative and summative assessment that integrates theory and classroom practice
- A network of support via local tutors, regional seminars and workshops
- A regional and national e-mail and e-conference system for information, teaching and support
- National availability
- Part-time, asynchronous study

These features contribute to a programme with distinctive differences in structure and operation when compared to conventional initial teacher training (ITT) routes, and have enabled the OU PGCE to make a major contribution to teacher education in the UK context. Its successful record in attracting mature, second career, ethnic minority, and disabled groups to the teaching profession has enhanced teacher diversity and made a significant contribution to teacher recruitment and retention in a decade of teacher supply crisis in the UK. It has worked in partnership with a significant proportion of schools and trained school staff to undertake a professional development role transferable to other school-based staff development and, thereby, made a contribution to school improvement. Ratings by schools and alumni of the effectiveness of the programme and the performance of its Newly Qualified Teachers (NQTs) have been very positive, particularly in the area of professional commitment and competences in Information and Communication Technologies (ICT). It has also provided high quality resources for the UK ITT sector as a whole.

The success of the programme is evident from the extent of international interest in this model of teacher education, resulting in collaborative projects in Europe, Africa and the US. The OU PGCE model has been successfully adapted to provide professional development for pre-service and in-service teachers in a number of different contexts where there is a need for a distance-learning and school-based solution to teacher education issues, most commonly teacher quality and teacher recruitment. Most recently, working

with CSU on the development of Cal-State Teach, a state-wide teacher credentialing program for emergency licensed teachers.

The programme design enables the trainee teacher to carry out part-time supported self-study at home and progressive blocks of full-time school experience in local partner schools.

Course content and materials
All PGCE subject and phase course lines have a common framework to ensure integration of study material, school experience and assessment. The extensive range of multi-media material provides major teaching and training elements. The course materials have been designed to:

- Ensure consistency and quality of teaching across all lines
- Provide training and education that explicitly supports the development of the assessment outcome standards and provides a strong basis for further professional development
- Provide access to extensive library resources
- Provide access, through AV, to a range of school contexts and effective teaching models integrate school-based and study elements of the course; ensure continuity and progression at each stage of the course
- Integrate teaching and assessment elements
- Allow the trainee teacher to develop responsibility for their own professional learning in terms of planning, managing, subject knowledge auditing and self-assessment

The partnership model
The OU PGCE Programme forms a partnership with a local school to provide training, assessment and support for the trainee teacher. It is a genuine partnership in that the school has a role and responsibilities in all aspects of the course. The school as the critical site for teaching and assessment for teacher education is a key principle of this model.

Teaching and assessment model
The teaching model is a framework of interconnecting support comprising course materials, the partner school teaching staff, OU regional academic staff, and trainee teacher self-help groups. Roles and responsibilities are explicit and follow a structured framework to ensure a coherent learning experience for the trainee teacher.

The OU Supported Open Learning model provides face-to-face tutor support in regionally based groups through subject-specific seminars/workshops and tutorials, and an extensive network of computer conferencing at tutorial, regional and national level.

The OU PGCE assessment strategy is based on end-of-course demonstration of assessment outcome standards organized under subject knowledge, teaching competences and professional qualities headings through submission of a prescribed professional development portfolio. The assessment model incorporates the UK government regulations for initial teacher training. The assessment strategy is characterized by:

- Explicit assessment outcome standards incorporating professional qualities and teaching competences used by all involved in assessment
- Formative assessment at each stage and summative assessment linked to assessment outcome standards
- Prescribed assessment activities at each stage that integrate theory and classroom practice and ensure appropriate evidence is produced against assessment outcome standards
- Explicit assessment roles for school staff, university staff and trainee teachers (self-assessment) that allows triangulation of evidence against the assessment outcome standards
- Regular feedback for trainee teachers on progress towards assessment outcome standards at each stage and additional support for trainees who fail to make progress at each stage of the course
- A profiling system to identify strengths and weaknesses for ongoing professional development external review of assessment procedures by independent examiners appointed by the university

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Quality assurance
QA systems are in place for all aspects of the course: admissions; partnership; course structure; teaching; assessment; and employment estimations. Parallel systems are in place to monitor quality in both the university and school-based elements of the programme and inform future developments.

There are a number of principles that underpin the range of QA systems in place for the OU PGCE:

- The importance of quality input
- A prescribed common framework
- All elements are interconnected
- Comprehensive monitoring - both to check on quality of provision and inform
- Future development
- Procedures for responding to 'unsatisfactory' elements
- Extensive databases to support individual tracking of trainee teachers
- Inter-regional, inter-subject, comparisons

Institutional Mission and Content

The Open University has been widely hailed as the most important innovation in higher education in the UK of the last quarter-century. Since its foundation in 1969, it has become the largest university in the UK, teaching over 200,000 people every year. It is ranked in the top 15 of all UK universities.

Teaching is by means Supported Open Learning via specially-produced textbooks and assessment materials, broadcasts on national TV and radio, audio-visual components, computer technology, home experiment kits and other media. Personal tuition is provided through a network of local study centres, and many courses also have short residential schools. Courses are prepared by teams of academic staff, educational technologists, BBC producers, editors and designers, and external consultants. OU courses are intended mainly for adults studying part-time in their own homes or places of work.

The Open University's mission is:

- Open as to people
- Open as to places
- Open as to methods
- Open as to ideas

The School of Education presents a wide range of courses leading to undergraduate (BA and BSc) and postgraduate awards (Advanced Diploma, Certificate in Professional Development, MA in Education and Doctorate in Education). Since 1994, the School has presented a range of Professional Qualifications including the Postgraduate Certificate in Education (PGCE), National Professional Qualification for Headship (NPQH), and Specialist Teacher Assistant Certificate (STAC). In 1999 it became the largest provider of teacher in-service training in Information and Communications Technologies.

In broad terms, the School of Education offers the widest range of subjects, academic level, and qualifications for the education profession within the UK and has given study opportunities to over 100,000 teachers since 1971; currently has over 14,000 student registrations annually. The SOE also provides opportunities for teachers to train and update wherever they may work and reside; has the largest Masters in Education programme; is one of the largest initial teacher training providers through the PGCE; gained a 4 rating in both the Research Assessment Exercises.

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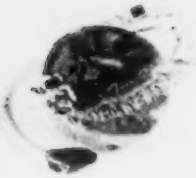

B-4: Cincinnati Professional School Partnerships

History

The harsh criticisms of schooling in America of the early 1980's had a major impact in Cincinnati. Among the proposed solutions were increasing the intellectual rigor of teacher preparation, providing induction for beginning teachers, recognizing and rewarding achievement in teacher knowledge and skill, linking schools with universities, and making schools better places in which to teach and learn. Cincinnati has embraced all of these solutions. The Cincinnati Federation of Teachers, an American Federation of Teachers affiliate, heeded the call to professionalize teaching by entering into partnership with the district and creating a peer assistance and review program in 1985 and a career ladder in 1987. The University of Cincinnati began the redesign of teacher education in 1988. New programs were designed to be dual degree (bachelors in arts and sciences and education) with a year-long teaching internship in a professional practice school. During the internship year, students teach half-time and take graduate level classes. The district, union, and university met to begin planning for professional practice schools (PPS) in 1989. Design parameters were identified and piloting began in 1992. Currently there are 9 PPS in which 100 interns are teaching. Internship positions are created by teacher vacancies in PPS due to attrition or other reasons. The position is identified as a graduate student intern position. The salaries of all the identified positions in all of the PPS are pooled and equally divided among all of the interns. Mentoring and support costs are shared equally between the district and the university.

Although this model is costly and labor-intensive, many benefits have been derived:

Better Prepared Beginning Teachers

- Hiring Rates: 85% of PPS trained teachers are hired in the year following certification in contrast to a 30 to 45% hiring rate for newly certified teachers in Ohio
- Induction Year/ Peer Review: Within Cincinnati Public Schools, PPS trained teachers are rated higher than graduates from other programs
- Principal Assessment: Principals rated PPS trained teachèrs higher on 17 of 20 instructional performance items than graduates of our old programs (an improvement made clearer given that the survey was conducted when PPS trained teachers were only 4 months into their first full time teaching jobs)
- Leadership and Collaboration: PPS trained teachers report collaborating with other teachers and assuming leadership role among peers more often than graduates of our old programs

Professional Development of Experienced Teachers

- PPS teachers assume more leadership roles than their peers
- PPS teachers are more likely than their peers to become National Board for Professional Teaching Standards certified
- PPS teachers are more likely to use research-based practices than their peers
- PPS teachers are more likely to embrace comprehensive school reform

Professional Development of University Faculty

Because of the intensity and duration of their time in Cincinnati Public Schools, university faculty report an increased sense of efficacy and more innovation in their own practice.

Although a year of classroom teaching should result in a better prepared beginning teacher than the traditional ten to fifteen weeks of student teaching, our research suggests that longevity is not the key to well prepared beginning teachers. Organizing interns, teachers, and university faculty into teams the only economically feasible model has yielded many unanticipated benefits. Our own research shows that teams model the process teaching and learning in ways that cannot be replicated in the university classroom or in the traditional mentoring dyad or triad. Team-members present novices with multiple, valid perspectives on classroom issues. Because of the competing perspectives team members must articulate their thoughts

clearly, by linking them to educational standards and by providing evidence to support their opinions. The team structure, then, avoids the traditional power imbalance between novices and experts or proteges and mentors, which can shortcut true understanding. Too often mentors or university supervisors advise, "Try this" or "Try that," without providing the novices with strategies for analyzing the situation and without providing alternative interpretations of the situation. Within the team structure, interns are not given the "right" answer, but must choose from a number of strategies and assess the results.

Team based mentoring also provides an authentic context in which the consequences of one's actions as a beginning teacher, experienced teacher, and teacher educator, are immediate and significant. With the internship a year-long, load-bearing experience, feedback to university faculty about the interns' teacher education program and about the quality of course work is immediate and significant. First of all, faculty observe the beginning teachers in their classrooms (not in co-operating teachers' classrooms). As one faculty member stated, "it's really humble to watch an intern doing exactly what you've said to do and bombing in the classroom." Programmatic weaknesses become apparent. Course sequences have changed, and requirements for practica have been made more stringent. Everyone interns, and experienced teachers and faculty-can decide effectiveness of the latest, research-based strategies.

As the teachers of record, interns learn that the basis of effective teaching is ongoing relationships with students. Interns have an entire year to work with their students and can repair mistakes, resolve issues, and develop trust and mutual respect. Interns have the opportunity to try, fail, and learn. Because of this opportunity, interns can extend the same opportunity to try, fail, and learn to their students.

While our own experience and national organizations - Holmes Partnership, the National Commission on Teaching and America's Future - recommend year-long, authentic teaching internships in professional practice schools, establishing and maintaining such programs is difficult, as evidenced by paucity of them. The presenters will address the strategies and logistics that enabled our success from their various perspectives, including:

1. University politics carving out the time and resources for a historically low status college to design and implement a model program.
2. Professionalizing teaching-building structures and capacity among the ranks.
3. District Administration prioritizing in the face of budget cuts.
4. Change strategies in the university context.
5. New and reallocated resources: Governance, collaboration, and evolution.

Institutional Mission and Context

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research, especially in problem solving and the application of their of their discoveries. The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University strives to provide the highest quality learning environment, world renowned scholarship, innovation, and community service, and to serve as a place where freedom of intellectual interchange flourishes.

The College of Education at the University of Cincinnati is a professional college committed to serving schools, agencies and communities, by

- preparing students for using best practices
- creating and disseminating knowledge to further professional practice,
- linking pedagogy and research to learning,
- preparing students to work within diverse communities,
- serving as a model of and resource for diversity,
- developing a community of life-long learners, and
- developing and assuming leadership in professional communities at the local, national, and international levels.

The mission of Cincinnati Public Schools is simple: to educate all students to meet or exceed the district's defined academic standards. The district has 47,000 students in 77 schools.

Cincinnati Professional Practice Schools have the tri-fold purpose of supporting student success, providing induction to beginning teachers and professional development for experienced teachers, and promoting inquiry into the improvement of practice. Our PPS also strive to attain the Holmes Partnership's professional development school principles:

1. Teaching and learning for understanding.

2. Creating a learning community.

3. Teaching and learning for understanding for everybody's children.

4. Continuing learning by teachers, teacher educators, and administrators.

5. Thoughtful long term inquiry into teaching and learning.

Additionally, our partnerships have been participating in the National Council for the Accreditation of Teacher Education's pilot for the Professional Development Standards.

Key Partnership Representatives

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Arlene Harris Mitchell, Associate Dean for Academic Affairs, College of Education

Cincinnati Federation of Teachers:
Tom Mooney, President
Denise Hewitt, Professional Issues Representative

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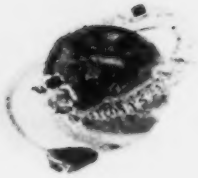

B-5: Model Collaborations Between the University of Colorado at Denver and Local Public Schools

History

This session describes two partnerships between the University of Colorado at Denver and the P-12 schools in the urban and metropolitan area, one supporting initial education of teachers at the graduate level and the second supporting ongoing professional development for educators. Since 1994, the University of Colorado at Denver's initial teacher education program has been organized and operated in partnership with five metropolitan area school districts and fourteen partner schools. A graduate program, we admit students after they have completed an undergraduate degree and require that they spend much of a full academic year in a partner school as they participate in required university courses. Each partner school is supported by a university faculty member who spends one full day per week in the school and a site coordinator, who is an experienced teacher released full time to support the partner school functions. Teacher candidates co-teach with experienced teachers throughout the year and construct portfolios that demonstrate mastery of five "teaching responsibilities" that structure the program: teacher as scholar, teacher as leader, teacher as professional, teacher as student advocate, and teacher as instructor.

Our structure provides for shared governance across the partner schools and university about admissions, curriculum, clinical experiences, and evaluation of teacher candidates. Workload and faculty incentive policies support the program in ways that allow regular university faculty from several parts of the School of Education (and, increasingly, elsewhere on campus) to be engaged in partner schoolwork. At the institutional level our partnership is supported by the Colorado Partnership for Education al Renewal and the National Network for Educational Renewal.

Most graduates of the initial teacher education program have chosen to teach in high-need districts where our data suggest they are viewed as skilled teachers in diverse, standards-based classrooms.

The second partnership, focusing on ongoing professional development, is a more recent venture. Several pilot projects and conversations over the past two years among the twenty P-12 districts in the Denver metropolitan area and the University of Colorado at Denver led to creation of the Front Range BOCES for Teacher Leadership. The goal of this BOCES is to combine resources across the districts and universities in ways that allow us to offer innovative and sustainable professional development programs that influence classroom practice and affect student learning. The BOCES is structured so that a Board of Directors, consisting of executive leaders from each member institution, establishes priorities for professional development programs and charters "joint faculties" to develop programs in these priority areas. These joint faculties are structured around content areas and include university, district, and community experts. Each joint faculty is responsible for developing programs that engage teachers in learning that affects classroom practice and sustaining ongoing networks of teacher leaders in the content area. We are currently engaged in the restructuring that such a partnership requires in the School of Education and expect that the joint faculties and teacher networks will become an integral part of our organization and governance.

Institutional Mission and Context

The University of Colorado at Denver is the urban, non-residential institution in the University of Colorado system and is committed to high quality undergraduate, professional, and graduate programs that serve the needs of the metropolitan area as well as achieving more general advances in knowledge and practice. The University shares a campus in the center of Denver with a community college and an open enrollment undergraduate college, and supports partnerships with these institutions, area school districts, and business and community organizations.

The School of Education provides graduate level programs for initial teacher and counselor education and educator advancement, offering both Masters and doctoral degree programs. In addition to traditional emphasis on the quality of individual course instruction and research, the School has emphasized the development of capabilities for offering coherent, typically cohort-based programs and design and management of core academic programs in partnership with schools and community agencies. The twenty

school districts involved in our partnership employ over half the teachers in the state, serve over half the state's children, and include the majority of the schools most affected by poverty and diversity in the state.

Key Partnerships

Margaret Cozzens, Vice Chancellor for Academic Affairs, University of Colorado at Denver

G. Thomas Bellamy Dean, School of Education, University of Colorado at Denver

Lynn K. Rhodes, Associate Dean for Teacher Education, University of Colorado at Denver

Dean Damon, Director, Front Range BOCES for Teacher Leadership

Carol Wilson, Executive Director,
Colorado Partnership for Educational Renewal Superintendents and
Professional staff of twenty districts in the Denver metropolitan area.

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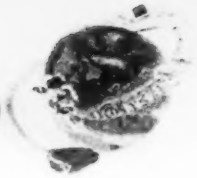

B-6: Restructuring and Assessment for Quality Teacher Preparation

History

Can university personnel collaborate successfully with high school faculty to prepare secondary teachers? Can a partnership between two such groups create a broad sense of ownership among the faculties of both institutions? Believing the answer to these questions to be yes, over the last six years Maryville University and Parkway South High School have attempted to reinvent preparation for high school English, social studies, science and mathematics teachers and to redefine the nature of professional development for all those who participate in our partnership. In the process of developing our collaboration, a true sense of common identity has emerged. Our goals are ambitious: to prepare outstanding teachers; to enhance the learning and achievement of students at Parkway South; to enhance the professional practice of all those involved in the partnership; and to expand the scope and increase the depth of the partnership's influence at both institutions.

Together, the faculty has designed a program consistent with the mission of both institutions that builds upon a strong clinical preparation coordinated with the coursework in both Arts and Sciences and the School of Education. It is the constant interplay of the work of the two institutions, as well as carefully coordinated assessments of performance that guide students through the program in both an urban and a suburban setting. The specific components of the program that make it distinctive follow.

1. All students would enter with a B.A. and appropriate content requirements for the state certification requirements.

2. A "mentoring team" of an Arts and Sciences, School of Education and Parkway South faculty member would be formed for each discipline. This group would be substantively responsible for the teacher candidates from admission through exit of the program. Team members would screen applicants together and meet with them throughout the year to develop their expertise in content and teaching strategies (replacing a methods course). During the year, they would help the teacher candidates formulate an action research proposal and develop their professional portfolios. This mentoring team has become an entity that has really transcended boundaries and brought about meaningful conversations about teaching and learning.

3. Teacher candidates would work in clinical settings throughout the program. They would follow the schedule of the high school year rather than the university academic year. As well as working at Parkway South, a comprehensive suburban high school, a partnership with Roosevelt High School, and an urban high school, the program would provide additional internship and partnership opportunities for all faculties. Teacher education coursework will be coordinated with clinical experiences.

4. A summer school designed for innovation and enrichment (at Parkway South), an urban comprehensive high school, and spring semester at Parkway South High School would provide clinical experience. The partnership councils at the two schools would screen and make recommendations for these placements (along with the mentoring teams).

5. The internship experience would be structured to provide multiple opportunities for interactions with the entire school community and would expand outside of the cooperating teacher's classroom. Assessments have been structured around not just the teaching experience, but the experiences in the life of the schools.

6. Action research by the teacher candidates would focus upon their own practice. Teacher candidates would choose an inquiry project that helped them took at their own classroom in an analytical way. Cohort III invited more than 50 faculty members and administrators to a presentation of their work.

7. Courses in reading in the content areas and in psychology of the exceptional child would be taught by instructors with secondary teaching experience who have been in both partner school settings.

8. Supervision of the teacher candidates would be the joint responsibility of the mentoring teams and an on-site coordinator at Parkway South. The inclusion of many professional colleagues in this process would provide input for all to prepare secondary teachers who could commit to the principles of the Coalition of Essential Schools and provide active, engaging learning for the high school students at Parkway South and Roosevelt High School.

9. Clinical experiences would move beyond the traditional practicum and student teaching experiences to include time with teachers from other disciplines, opportunities for team teaching, service opportunities within the school, enculturation into the school community.

Faculty at both institutions have remained committed to the work of the partnership. They report that the work together has changed their teaching practices. Teacher candidates from this program have had success in several area high schools, and have been hired to work in both partner schools. A more careful look into the nature of the disciplines that the candidates will teach has resulted from the collaboration in the program. Successful elements from this program (including assistance with teacher portfolio development) now have informed the work in other certification programs at Maryville University.

Mission

Maryville University of Saint Louis is an independent, comprehensive, community-oriented university of 3000 students. It is committed to the education of the whole person through programs designed to meet the needs of traditional and non-traditional formats. Primarily an undergraduate teaching, university, Maryville also offers select graduate programs in professional areas. The liberal arts and sciences are recognized as the foundation of all academic programs.

The School of Education, along with Harris-Stowe State College, Parkway School District, Webster Groves School District and St. Louis Public Schools are the 16th setting in John Goodlad's National Network for Educational Renewal. We are committed to the simultaneous renewal of schools and teacher education to prepare teachers for public schools in our democracy.

Parkway South High School has been a member of the Coalition of Essential Schools. It is a comprehensive high school of more than 2000 students in St. Louis County. Its recent move to block scheduling was in response to efforts in the school community to personalize the school atmosphere to enhance the learning of all students.

Key Partnership Representatives

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Kathe Rasch, Dean, School of Education, Maryville University
Gary Mazzola, Principal, Parkway South High School
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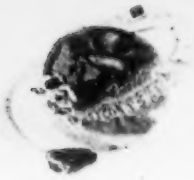

B-7: Preparing Tomorrow's Teachers to Use Technology

History

The University of Northern Iowa has been building its capacity to integrate technology into the learning process for the past 10 years. Each of the elements described previously are considered to be our essential building blocks for the integration of technology campus wide.

Our model has been evolving over the past 2 years and represents our attempt to place technology in its appropriate role as a tool in the facilitation of student learning.

The University-wide development team for the Catalyst Grant is just now being formed and a portion of the work of the group should be available in beta form at the beginning of the next academic year.

This presentation overviews current initiatives in the College of Education at the University of Northern Iowa as part of the US Department of Education's Catalyst Grant Program-Preparing Tomorrow's Teachers to use Technology. The session will introduce a model that incorporates technology throughout the curriculum with a focus on the teacher's enhancement of student learning. The model incorporates students at the center of their own learning, principles of good learning, information processing skills and dispositions, content standards and education for democracy.

The session also describes plans for the development of a series of video vignettes that illustrate the model and implementation of technology competencies to be achieved by pre-service and in-service teachers.

As a background the session will also present how technology initiatives have been developed at the University of Northern Iowa over the last ten years. Information will be presented on:

- How hardware and software are provided to the faculty
- How faculty are trained and supported
- What administrative support is necessary
- The key role of a Curriculum & Technology Specialist
- Technology Competencies for our students
- Technical Support Staff
- The Iowa Communications Network

Key Partnerships

Longwood University
Eastern Michigan University
Emporia State University
Southeast Missouri University

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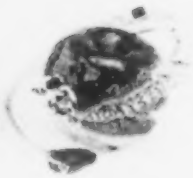

B-8: Extended Teacher Education Program (ETEP)

History

In the late 1980's, public school leaders in the southern Maine area criticized the quality of USM's teacher education graduates. They were said to be ill prepared in content knowledge and lacked the pedagogical skills that K-12 schools were seeking. As a result, a bold decision was made to eliminate the four-year undergraduate teacher preparation program at the University of Southern Maine. At the beginning of the 1990's, a collaborative effort between USM and selected Southern Maine Partnership school leaders lead to the birth of the Extended Teacher Education Program (ETEP). Southern Maine Partnership schools, part of John Goodlad's National Network for Educational Renewal (NNER) became the host professional development schools and the heart of the fifth year, graduate level program. ETEP continues as a collaborative effort between selected Southern Maine Partnership school personnel and university faculty who have joined together in planning, delivering, and evaluating the program.

ETEP has two distinct but related levels. The first level features an undergraduate degree, with a major in the arts and sciences, or an undergraduate degree with at least 60 credit hours in liberal arts courses. Eligible USM undergraduates may choose an 18-credit hour minor in educational studies. The second level offers a graduate program in education, which combines teacher certification with opportunities for continued studies culminating in a master's degree. The initial phase of the graduate program, the internship year, includes the professional education coursework and field experiences needed to qualify prospective teachers for certification in the state of Maine. Upon successful completion of the internship year and meeting criteria for continued study, students have the option of completing a master's of science in education degree.

The Internship Year

The internship phase of ETEP consists of 33 to 36 credits of graduate coursework. Applicants are accepted as interns at the elementary, middle or secondary levels. Middle and secondary level interns may teach English, foreign languages, mathematics, physical and/or life sciences, or social studies.

The internship year of ETEP is an intense full-time experience, which integrates theory and practice in a school-based program. During the first semester interns spend approximately half of each school day in a classroom with a mentor teacher. Afternoons are spent in professional education coursework. During the second semester, interns work with their mentor teachers during the entire school day. Remaining coursework is completed in late afternoon or evening sessions.

Professional Development Schools

ETEP interns study in Professional Development Schools in five selected sites within the Southern Maine Partnership. These sites include urban, suburban and rural school settings. Each year approximately 90 interns join the faculties of some of Maine's best schools.

As part of the NNER, USM and its partner schools are committed to the simultaneous renewal of K-12 education and teacher preparation. This pursuit is dependent upon a rich and full relationship among K-12 and higher education faculties and their institutions. In the Professional Development School (PDS) model that USM has adopted, partnership is not an end but a means by which we seek to accomplish four purposes:

1. Provide an exemplary education for all students,
2. Provide a quality clinical setting for pre-service education,
3. Provide continual professional development for teachers and professors,
4. Promote and conduct inquiry into teaching, learning and schooling.

ETEP is committed to the PDS goals by joining school and university-based faculty to teach courses, mentor interns, learn together in joint professional development activities, and conduct collaborative action research.

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Expected Outcomes

Essential qualities of the successful ETEP graduate and teacher educator include:

1. Knowledge of child/adolescent development and principles of learning: The teacher demonstrates respect, concern for children, and an understanding of how they continue to develop and learn. S/he uses this knowledge in collaboration with families to plan and guide instruction and to create a challenging, supportive learning environment.

2. Knowledge of subject matter and inquiry: The teacher understands the framework of the subject matter(s) s/he teaches and makes accessible to students the discipline's tools of inquiry, central concepts, internal structure, and connections to other domains of knowledge, in a manner that promotes the learner's independent inquiry.

3. Instructional planning: The teacher consistently plans and evaluates instruction based on knowledge of the learner, the subject matter, the community, the intended student outcomes, and the curriculum.

4. Instructional strategies and technology: The teacher understands and uses a variety of teaching strategies, including appropriate technology, to promote learning and independent inquiry for all students.

5. Assessment: The teacher enhances and documents learning through continuing use of formal and informal assessment strategies, communicates feedback, and promotes guided self-evaluation in learners.

6. Diversity: The teacher demonstrates methods of ensuring equity and fairness in the practice of education. The teacher models respect for individual differences among students and coworkers. He/she plans and creates instructional opportunities with sensitivity to individual learners.

7. Beliefs about teaching and learning: The teacher clearly communicates his/her beliefs about learning, teaching, assessment, and the role of education in society, and demonstrates practices that support those beliefs.

8. Citizenship: The teacher understands principles of democratic community and plans instruction to promote ideals, values, and practices of responsible citizenship.

9. Collaboration and professionalism: The teacher demonstrates professional responsibility to school and community. S/he works ethically and collaboratively with colleagues, parents, and community members to improve the conditions of learning for all students and adults.

10. Professional development: The teacher recognizes that s/he is, above all, a learner. S/he continually reflects on and evaluates choices and actions, and seeks out opportunities for professional development as well as ways to improve teaching and learning.

11. Classroom management: The teacher understands and implements classroom management techniques that support individual responsibility and the principles of democratic community.

Reflection and Inquiry

ETEP provides opportunities for students and faculty to acquire teaching strategies, expand knowledge, and explore professional and social dimensions of teaching. Journals, videotaping, dialogues with faculty and peers and activities connecting coursework and classroom experiences weave together to foster a spirit of inquiry. This reflective posture encourages participants in the program to remain sensitive to their own beliefs and practices as well as to the learning of the students with whom they work.

Teachers are Learners

The principle that teachers are learners connects all aspects of ETEP. Teachers apply themselves to the same commitment to learning expected of the school-age students with whom they work. They share the excitement

and uncertainty of new learning and recognize that professional development is a process in which an individual engages before, during and after the formal teacher education program.

Institutional Mission and Context

The University of Southern Maine (USM) has a long-standing tradition of preparing teachers, from the days of the Western Maine Normal School in the 19th century to the present. The University's mission affirms "an historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders."

The faculty of USM's College of Education and Human Development collaborate with school-based faculty in the Extended Teacher Education Program (ETEP), from which teachers emerge well grounded in an academic discipline as well as in educational knowledge and practices supportive of quality teaching. Individuals come to ETEP from a wide variety of backgrounds and with a broad array of life experiences. They may be recent graduates or career changers.

The teacher education faculty believes that the process of teaching is actually a process of learning. Effective teaching is grounded in knowledge, experience, critical reflection, and a commitment to preparing children and youth for the future. Such teaching encourages inquiry that leads to independent thinking. Teaching is a complex enterprise. It is an art, a craft, a science, a collection of skills, and common sense. Teachers and students together foster a lifelong pursuit of learning, which encompasses personal growth and global awareness. The College of Education and Human Development is committed to providing experiences that promote this learning process. Our mission statement represents beliefs that form the foundation for the University of Southern Maine's Extended Teacher Education Program.

Key Partnerships

University of Southern Maine College of Education and Human Development
Southern Maine Partnership, c/o USM
Gorham School Department, Gorham, Maine
Portland Public Schools, Portland, Maine
Yarmouth School Department, Yarmouth, Maine
Sanford School Department, Sanford, Maine
Wells-Ogunquit CSD, Wells, Maine
York School Department, York, Maine
School Administrative District #55, Hiram, Maine
School Administrative District #61, Bridgton, Maine
School Administrative District #72, Fryeburg, Maine
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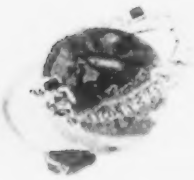

B-9: Meeting the Challenge of High Quality Teacher Education: Why Higher Education Must Change

History

"It was a hot El Paso morning. I put on the brand new dress I had bought especially for my first day as an intern at Ascarate Elementary. I arrived at school on time and after going through the formalities of introductions, I was kindly escorted to my assigned classroom. As I walked down the hall, I could hear, smell, and feel learning going on. My sense of excitement hit its peak when I entered the room. . ."

Juanita Garcia, teacher preparation intern, e-mail journal

This scenario has been repeated twice a year for the past 25 years at the University of Texas at El Paso (UTEP). For 20 of those years, students preparing to become teachers enrolled in classes for seven semesters and did practice teaching in a school during the final semester. But for the last five years, teacher preparation has changed dramatically at UTEP. We have become more clinical and field-based, working closely with our colleagues at local schools. Teachers are now prepared more like doctors and nurses, and less like philosophers and historians. Our teacher candidates spend more time in the classroom, and they are there earlier in their college careers.

What events led to this change in teacher preparation? In 1992, UTEP was invited to join the National Network for Educational Renewal, led by John Goodlad. College faculty held meetings with public school teachers and administrators to examine teacher preparation. The group recommended that the preparation of new teachers should shift to a clinical model by the year 2001. The College's mission for the remainder of the decade was charted. That same year, the University president brought together key business and local government leaders; representatives from UTEP and the El Paso Community College; superintendents from the three local public school districts; and EPISO, a grassroots community organization, to form the El Paso Collaborative for Academic Excellence. This partnership has already achieved impressive results in turning around the academic underachievement of local students.

The El Paso area is an urban community that is among the poorest in the United States. Eighty percent of the 135,000 students come from Hispanic and mostly under-educated families. In order to improve student achievement, teacher improvement was identified as key to the Collaborative's systemic educational reform effort. And in 1993, the College of Education received a three-year grant from the state to become a Center for Professional Development and Technology. A new vision of what teacher preparation candidates should know and be able to do and the role technology could play became a part of the College's overall mission. Grant funds paid for staff development, as well as hardware and software for the College and the schools in which our students did their practice teaching. Two five-year Challenge Grants in Educational Technology, sponsored by the U.S. Department of Education, added an emphasis on telecommunications, teacher training in the uses of technology, and parent involvement.

To fulfill our new mission, the College has had to change, and the schools where our students practice-teach have had to change, simultaneously. All candidates entering teacher education are now prepared following a new model. Partnerships are created with the schools in which pre-service teachers do their internships. All major stakeholders participate in planning and evaluating the teacher preparation program, including the teachers and school administrators.

We can't prepare 21st-century innovative teachers and send them to old-fashioned schools, nor can we prepare old-fashioned teachers and send them to innovative schools. It was not easy to strengthen our collaborative partnerships and redefine the roles of university and public school faculties, but it was essential. Now our new teachers are prepared to enter schools that have themselves undergone change.

". . .when I entered Mrs. Valencia's third grade classroom, I immediately saw Erika, Joaquin, and Brenda sitting at three computers with CD-ROMs. There was also a scanner and printer. It reminded me of my math class at the College when each of us would sit at a computer to practice the concepts introduced by

the professor. . . Later, Mrs. Valencia told me that she is taking a sequence of four graduate courses at UTEP on how to enhance the curriculum using various technologies. . . "

One of the areas in which teacher preparation has changed dramatically is incorporating technology with effective teaching practices. Through numerous grants, the classrooms in which our interns practice, as well as the college labs, have been outfitted with the latest hardware and software. Professors teach classes using interactive video, displaying their work on projection panels; classroom teachers help kids prepare projects using multimedia technologies; and interns e-mail journals to their professors and notes to their pupils. Each of our partner schools has an average of 100 state-of-the-art computers and related equipment in its classrooms.

". . .I just came from a home visit. I noticed that Mrs. Perez had checked out one of the laptop computers the school has in the Parent Center for parents to use at home. She told me she was writing a resume in order to get a new job. She was taught these skills by the parent educator. Now several parents help each other. . ."

One new component of the teacher preparation program is to learn how to work with parents, particularly low socio-economic and minority parents. Interns take a course on parent engagement, which requires home visits. The partner schools have opened Parent Centers designed to offer professional development opportunities for parents and provide them with the skills to volunteer in the classroom and be advocates for the school in the neighborhood. The Parent Centers make computers accessible to parents, who can check out one of 10 laptop computers from several of the partner schools.

At UTEP, we are changing public schools and teacher preparation programs at the same time. Students preparing to be elementary and secondary teachers now work in cohorts, are scheduled to take their university classes together, and spend two semesters in the field at Partner Schools under the joint supervision of university faculty and public school teachers who act as clinical faculty. This new approach to teacher preparation is a major paradigm shift, characterized by the following features:

1. Pre-service teacher education is collaboratively designed and managed. Public school personnel, university faculty (including Arts and Science faculty), and community members work together to design, implement, and evaluate the restructured teacher education program.
2. Teacher preparation is field-based. Elementary, middle school and secondary interns go through the program in cohorts and spend two semesters in the classroom for a total of 650 contact hours of fieldwork.
3. The integration of technology and effective teaching receives high priority. All participating professional development school classrooms, as well as university teacher education classrooms, are equipped with at least one multimedia computer workstation. Effective teaching practices such as problem-based learning, cooperative learning, and computer-based instruction are utilized at the university and at the schools.
4. The quality and relevance of staff development receives high priority. The El Paso Collaborative for Academic Excellence provides teachers, mentor teachers, and administrators with continuous staff development activities. Nationally recognized authorities in teaching and school administration provide workshops and seminars which are available to mentor teachers and university clinical faculty.
5. Authentic assessment methods are utilized to evaluate student progress. Interns document their mastery through electronic journals, logs, case studies, lesson plans, and videotapes of their classroom work.
6. A parent engagement component has been added to teacher preparation. Interns, mentor teachers, university faculty, and administrators spend time visiting with community members at housing sites and agencies. Critical pedagogy readings and discussion are part of a required course designed to foster the involvement of educators with parents and community.

As a result of these innovations, a new breed of educators is reaching the classrooms of the El Paso region. Juanita Garcia is one of these teachers.

The University of Texas at El Paso—Institutional Statistics

- Regional university with 15,000 students; 12,500 undergraduates and 2,500 graduates.
- 54% female and 46% male

- 67% Hispanic, 18% Anglo-American, 3% African American, 9% Mexican National.
- 60% full-time enrollment, 40% part-time.
- 85% reside in El Paso County.
- Average age for undergraduate students is 25 and for graduate students 35.
- Most popular major: Elementary Education (1,500 students).
- Undergraduate degrees offered: 64. Master's degrees: 57. Doctoral degrees: 8.
- Partner Schools: 35 public schools in three urban districts (135,000 students).

Key Partnership Representatives

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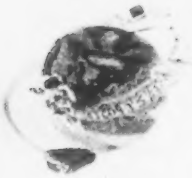

B-10: Synergistic Partnerships: University of Tennessee at Chattanooga and Hamilton Co. Department of Education

History

Since its founding as Chattanooga University in 1886, the University of Tennessee at Chattanooga has developed an institutional excellence, which rests on an unusual blend of the private and public traditions of American education. The mission of the University of Tennessee at Chattanooga is the education of students: to assist in the enlightening and disciplining of their minds and their preparation for ethical and active leadership in civic, cultural, and professional life. The educational experience at UTC goes beyond the traditional classroom and laboratory as befits an institution where service is also a high priority and whose identity as a metropolitan campus is firmly established. UTC faculty members bring their professional expertise to bear on the concerns of the larger community. Moreover, the University takes advantage of its metropolitan location to provide firsthand learning experiences to students through career related work experience.

The mission of the College of Education and Applied Professional Studies is to prepare qualified practitioners to be professional leaders in various roles within educational institutions and professional agencies, both public and private. The College seeks to combine quality and innovation in its programs, relating intellectual life to the contemporary problems in the professional fields they serve and creating centers of service to those professional communities.

The College takes pride in its position as a program that has managed to remove the often touted "disconnect" of professional teacher education from the educational setting through authentic, deep and systemic changes in what we do, how we do it, and with whom we work, This has been largely accomplished through a partnership with the Hamilton County Schools that is primarily focused on the integration of the two systems around the preparation of professional educators and the support of the school system's reform initiatives.

This partnership has begun to afford a group of K-16 educators a strong motivation to create something new. They know that the worlds of preparation and practice will have to come together in ways that have never been tried before. Massive amounts of professional development will be required for K-12 faculty and higher-ed faculty, and that technology will drive the 21st century triad of change, complexity and competition in ways that we can not yet completely understand.

This partnership manifests itself in numerous major intersects from professional development schools which provide full-time placements for students as juniors and again as seniors to technical support for school planning and improvement initiatives. Touted as one of the most unusually comprehensive partnerships, the U.S. Department of Education has awarded UTC/HCS grants in four major federal initiatives. In 1999, we were the only partnership in the nation to be funded in the four categories: Title II Quality and Title II Recruitment, GEAR-UP, and Teacher Technology.

A unique aspect of the College of Education and Applied Professional Studies is the attachment of special programs. Most of these are direct partnerships with the local school district, while the others connect with and support teacher training programs, AmeriCorps/ America Reads members tutor children who are at risk or school failure in twelve Hamilton County Schools. Corps members assist with the improvement of reading levels of students while serving as tutors and mentors. PRISM is a joint endeavor with the Hamilton County Schools funded by a federal TRIO grant. This grant program brings high school students to campus, where they participate in research projects under the direction of UTC faculty in the Colleges of Arts and Sciences and Engineering. Institutes for local math and science teachers and institutes for faculty in the College of Education and Applied Professional Studies are an integral part of this program. The Title I School Support Services, in concert with the Tennessee Department of Education, provide support planning in Title I school-wide projects for approximately 17 school districts and over 60 schools in southeast Tennessee each year.

The Challenger and Children's Centers provide opportunities for field experiences for UTC students as well as providing model programs in their respective areas. The Challenger Center provides simulated apace missions, allowing middle school students to apply math and science concepts to real life, and provides teacher training and curriculum materials for classroom use. Two staff members are teachers on loan from the school system. The Children's Center, accredited by the National Association for the Education of Young Children (NAEYC), provides a developmentally appropriate early childhood education program for the 75 children enrolled in the Center. The Center provides preschool experiences for a limited number of HCS students with special needs.

The first Professional Development Schools were organized in 1994 in order to provide junior-level students with an early and broad field experience so that they might better understand the culture and organization of schools.

Students are assigned full-time at the PDS I school and attend classes on site. Coursework from the University is delivered through a team of professors who co-teach 15-18 hours on site. Activities related to the coursework are practiced by the students in their respective site classrooms.

The success of the PDS I experience led the College in 1997 to redesign the student teaching program to reflect this close working relationship between UTC full-time faculty and selected schools. In Professional Development School II, the student completes a second full-time semester-long placement. PDS II allows UTC to effectively partner with school sites who "buy in" to teacher training as an entire school. The Professor-in-Residence at each school, a full-time UTC faculty member, is able to develop partnerships specific to each school's need and offer a wide variety of services from the University. The responsibility for evaluation resides with the PDS II on-site faculty, and Tennessee's Framework for Evaluation is used as the evaluation instrument and is administered by K-12 faculty,

A new initiative, the Alternative Certification Program, was forged in partnership with the Hamilton County School System in response to a continuing need for qualified teachers, especially in high school math and science, special education, foreign languages and ESL. A non-traditional program of study was designed to meet the specific needs of the Hamilton County Schools. This alternative licensure program requires that entering students have achieved a bachelor's degree with a GPA of 2.5 or higher. The students must meet content area requirements for the specific area of certification they choose and agree to participate in and complete the entire Alternative Certification Program of study, including any additional coursework or training indicated by test scores and/ or on-site evaluation. Entering students are agreed upon by UTC and the Hamilton County Schools jointly. Upon completion of the program, they must agree to teach in the subject area designated for a period of three years after the internship year. UTC and the Hamilton County Schools are one of the 28 partnerships to be awarded a Title II Teacher Recruitment Grant (TRI-IT!) to fund this project for the next three years.

The newly funded GEAR-UP project provides academic support to all the seventh graders and their parents in three Hamilton County middle schools. The support will continue with these families for five years. The goal is higher academic expectations and acquisition for these at-risk students. The Title II Teacher Quality Project (Urban IMPACT) will create the opportunity for licensure candidates to gain expertise in teaching in urban settings through coursework and field placements, Regarded as a promising teacher dropout prevention strategy, the school system and university will jointly develop the curriculum and coordinate held placements in successful urban schools.

As a result of these and other jointly run initiatives, the school system and the University share the services of a grant writer who provides technical support in seeking funds to support and expand the partnership. The inclusion of these special programs in the College enhances the faculty and students by their link to the "real world." This step outside the traditional role of colleges of education as purely academic units allows us opportunities for Connection to the world of practice that are subtle yet powerful.

Mission

The University of Tennessee at Chattanooga is one of the four major campuses of the University of Tennessee. It's metropolitan mission and major focus is on excellence in undergraduate education and in selected areas of graduate study. The University's wide diversity of degree program has attracted a current enrollment of 8,500 plus students from 74 Tennessee counties, 41 states, and 41 foreign countries.

The College of Education and Applied Professional Studies offers baccalaureate, masters and specialists degrees and serves approximately 1500 undergraduate and 400 graduate students.

The College of Arts and Sciences is the largest college on campus, serving 2,530 students in 20 majors. It provides 80% of the coursework to teacher education students and provides the academic content major to all secondary education candidates.

The Hamilton County Department of Education (HCS) provides, through its 81 elementary, middle and secondary schools, education to 40,000 students. The system has been engaged in a three-year-long standards-based instructional reform project for which it has received national recognition. It ha also been recognized for its character education and magnet schools program.

Key Partnership Representatives:

Bill Stacy, Chancellor, The University of Tennessee at Chattanooga
Jesse Register, Superintendent, Hamilton County Schools
Mary Tanner, Dean, UTC College of Education and Applied Professional Studies

For more information on these exemplary practices, contact:

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B-11: Improving Pre-service Teacher Preparation

History

Wyoming is the ninth largest state by area with 98,000 square miles and ranks lowest in population with only 500,000 citizens. Wyoming's educational system encompasses one university, seven community colleges, and 48 school districts. The great distances between cities and the sparse population spread across the state create unique challenges for education in Wyoming. Technology can be utilized to address these challenges.

The University of Wyoming, under the direction of Dr. Barbara Hakes, planned and designed a statewide compressed video system during 1989-91. This compressed video system was named the Video Education Interactive Network (VEIN) and was implemented beginning with 3 remote sites in 1992 and increasing the number of sites to 15 over the next two years. These sites include regional education and community centers and the community colleges. During 1998-99, this compressed video system was upgraded to the Tandberg Videoconferencing system and expanded to include over 35 community and educational sites and all 65 K-12 schools in the state of Wyoming. This statewide system can be utilized for the delivery of courses and to conduct on-line meetings for statewide task forces and committees. It can also be used for meetings with pre-service students out in the field during their junior and senior years during their practicum and residency in teaching semesters.

During 1990-91, several revisions to the pre-service teacher preparation curriculum were proposed and adopted beginning with the fall semester, 1992. These revisions included a requirement for a technology course emphasizing teaching with technology; and the requirement that each pre-service student complete a portfolio including a videotape of their field experience, practicum, or residency in teaching experiences. These two requirements were already being taught and were part of the expectations for students prior to being adopted as part of the required curriculum.

The professional portfolio contains a representative sample of indicators course objective fulfillment and documents the accomplishments of the pre-service student. Recent additions of technology have allowed this print-based portfolio to be produced electronically and pressed to a CD-ROM. Several formats are being developed to produce the CD-based portfolio including multimedia authoring software and web development programs.

The ITEC 2360 Teaching with Microcomputers has been developed to introduce pre-service students to teaching in a technological environment. This course is required for all education students and is taken during their freshman or sophomore year. The course includes a 2-hour lecture and a 2-hour lab per week. The lab is designed to help students gain technological competence and develop applications of technology that are related to their field of study. The topics covered include the basic operations of the computer and network; developing multimedia application for student instruction; and developing content for web based support of their future classrooms.

The lecture covers integration strategies for incorporating technologies into the classroom setting and gives the students examples of effective, appropriate and innovative ways to integrate technologies into a variety of classroom settings. The major focus of the course derives from three areas of literature: 1) Change Theories and particularly the diagnostic tools within the Concerns-Based Adoption Model (CBAM); 2) Entrepreneurial Leadership with Technology; and 3) Systems Thinking.

CBAM is used to equip the students with an understanding of the change process and how it applies to their learning within a technologically rich environment. Entrepreneurial leadership with technology begins with the identification of an opportunity for the integration of technology into the learning environment. The students then proceed to generate an educational lesson or activity utilizing technology to address that opportunity in an appropriate, effective and innovative manner. Systems thinking is utilized to help the students form a rich language for describing a vast array of interrelationships, patterns of change, and circles of causality within a technology equipped classroom.

Institutional Mission and Context

The University of Wyoming is the public doctoral research university serving the State of Wyoming and the surrounding region. The University of Wyoming enrolls over 11,500 students within seven different undergraduate colleges. UW offers more than 85 undergraduate majors, 65 master's degree programs, and 28 doctoral programs with over 600 faculty.

The College of Education enrolls almost 1500 students within the 9 undergraduate degree programs and the master's, educational specialists, and doctoral programs with a faculty of 54. The College of Education offers degree programs leading to teacher licensure in elementary, secondary, and K-12 education with a variety of majors available. The college of Arts and Sciences enrolls over 3500 students within 40 undergraduate degree programs, 28 masters and 11 doctoral programs with a faculty of 295 full-time faculty.

The Wyoming School University Partnership (WSUP) was established in 1986 and includes members from the University of Wyoming (Colleges of Education and College of Arts and Sciences), the department of education, and the office of the State Superintendent for Public Education. Also included in the partnership are the community college system, and 42 of the 48 school districts in the state of Wyoming. The mission of the WSUP is to implement collaborative efforts among its members directed simultaneously toward the improvement of teacher education and the renewal of public schools. This mission is supported by four task forces and councils: 1) The Centers for Teaching and Learning Operations Council; 2) The Technology Task Force; 3) Staff Development Task Force; and 4) The Inquiry Task Force.

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B-12: Partnerships for Teacher Preparation: An All University Effort with Milwaukee Public Schools

History

The exemplary practices highlighted in this session are in various stages of development and build on a strong history of partnership activity. A recent inventory, for example, identified over 140 cooperative endeavors between The University of Wisconsin - Milwaukee (UWM) and the Milwaukee Public Schools (MPS). Throughout the winter and spring of 1999, several additional local partners built upon these cooperative endeavors and developed a comprehensive proposal in response to the call for proposals issued in the Grants For Improving Teacher Quality by the U, S, Department of Education. In September of 1999, they were notified that their collaboratively developed proposal was one of 25 selected for funding. Major goals and strategies outlined in that proposal are shared here, and will be highlighted in the presentation.

This proposal was put forward by a new and extended partnership comprised of the University of Wisconsin - Milwaukee (UWM), the Milwaukee Public Schools (MPS), the Milwaukee Teachers Education Association (MTEA), the Milwaukee Board of School Directors (MBSD), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC), and Ameritech. A prior history of partnership activity has resulted in the development of nontraditional programs designed to prepare teachers for urban schools and school communities. As a result of their intensive planning for this proposal these local partners decided to develop a new and unique governance structure. The Milwaukee Partnership Academy for Teacher Quality, dedicated to coordinated planning for teacher education endeavors intersecting with urban school renewal.

The overarching goal of the Academy is to develop a comprehensive teacher education prototype preparing K-8 teachers for high need schools. The prototype calls for aligned changes in the letters and sciences, professional preparation, and entry into the profession so that the outcome is a more coherent, protracted and potent form of teacher preparation. Primary goals and activities include:

Grounding teacher preparation in a robust and contemporary view of teaching and learning that stresses self-regulation, application to real problems, responsiveness to diversity and the utilization of modem communications technology,

Providing multiple access through a teacher education continuum which begins with paraprofessionals and extends to advanced leadership preparation for veteran teachers in a coordinated cluster of traditional and non-traditional programs.

Implementing curriculum changes for prospective elementary teachers in the Letters and Science, both in the content areas they teach and in the development of a unique cultures and communities sequence of courses designed for them to better understand and draw on the rich resources of urban communities.

Emphasizing access and support for prospective minority teachers with the goal of greatly increasing the number of such teachers in MPS.

Engaging veteran teachers in all aspects of initial teacher preparation, including letters and science, professional programs and entry year.

Expanding the role of higher education faculty in K- 12 school reform initiatives to ensure the alignment of teacher preparation with school innovation.

This partnership is designed to sustain a coordinated and comprehensive response to the needs of the children and youth who attend the Milwaukee Public Schools and to help assure that each of them has a caring, competent, and highly qualified teacher. The Milwaukee Public Schools serve over 100,000

students in 160 buildings, with a teaching force of over 6,000 teachers. Each year for the next five years MPS will need to hire between 800-1,000 new teachers, In previous years fifty percent of those who graduated from UWM in teacher education have taken positions in MPS. This fact, together with UWM's location in the city and the fact that its future students are largely graduates of MPS, underscores that UWM has a special responsibility for improving the quality of the teaching force in Milwaukee.

The Academy is committed to responding to the sheer need for increased numbers of teachers who are committed to teaching in MPS by providing multiple entry points into teaching and particularly multiple entry points to increase the number of prospective minority teachers. Programs in the cluster serve undergraduate, post-baccalaureate, and two-year degree students at technical colleges, as well as paraprofessionals at both the undergraduate and post-baccalaureate levels. The range and focus of these programs enables the partnership members to begin to think in terms of going to scale; one preservice program is unrealistic to meet this challenge. Thus, a unique cluster of traditional and nontraditional preservice programs is linked by a commitment to a set of core values and practices. This cluster of programs calls for these elementary teachers to demonstrate a high degree of pedagogical content knowledge and skill but given the emphasis on urban contexts to anchor their teaching in valuing and actively drawing upon the urban context in which their students live as well. Further, an overarching goal is to embed modern communications technology across all aspects of teaching,

The Academy is committed to supporting a direct -connection between the University and the local schools and their reform through the central role of practicing, experienced MPS teachers. These carefully selected teachers will participate in every aspect of the preservice experience including letters and science experiences, the professional programs and through clinical work in MPS schools that bring UWM faculty and preservice students directly into the schools on a sustained basis. These experienced teachers will be linked by their participation in an ongoing, joint leadership development program that is a direct function of the work they do in improving the quality of prospective teachers. In summary, six broad goals drive the work of the Academy:

1. To implement a shared governance structure, the Milwaukee Partnership Academy, based on joint responsibility and authority that includes the executive officers of the key agencies with a vested interest in teacher quality in the greater Milwaukee area.

2. To develop a comprehensive K-8 teacher preparation prototype for high-need schools that begins in the College of Letters and Science, continues through a redesigned cluster of professional programs and extends into the first year(s) of teaching while substantially integrating the use of technology into teaching and teacher preparation.

3. To increase substantially the number of teachers and especially minority teachers, to take positions in urban schools and particularly MPS.

4. To increase substantially the retention of beginning teachers by continuing teacher education in an articulated manner into the first year of teaching, and by strengthening the current mentor program.

5. To increase substantially the retention of experienced teachers by designing and implementing a unique, post-master's leadership development program for experienced teachers. After their tenure in assisting with initial teacher preparation and participating in the joint leadership development program, they will return to their K-12 schools to work in shared leadership roles with school administrators with responsibilities for school renewal and continuing professional development.

6. To facilitate a strategic redesign process for the adaptation of components and related high-quality materials from this local prototype across a national network of urban partnerships.

Mission

The University of Wisconsin, Milwaukee (UWM) is Wisconsin's premier public urban university and one of two public doctoral research universities in the state. A priority is its cooperation with the greater Milwaukee community to ensure that its teaching, research and service contribute to the community and to draw in a continuing manner on the rich resources of the community. UWM enrolls over 23,000 students and serves them with a faculty and instructional staff of almost 1,400. They are located in eleven different schools and colleges offering more then 100 undergraduate majors, 47 master's programs and 17 doctoral programs,

The School of Education offers a variety of programs leading to teacher licensure in early childhood, primary/middle, middle/secondary and exceptional education with dual majors possible. The School enrolls almost 2,500 students with over 1,700 of those pursuing a teaching license.

The College of Letters and Science is the largest academic unit on the campus with as many as 7,600 students enrolled at any one time. With a faculty of 330 it offers a wide range of programs at the baccalaureate and post-baccalaureate level ranging from Africology and Anthropology to Political Science and Urban Studies.

The Milwaukee Public Schools (MPS) serves over 105,000 students in twenty secondary and 138 middle and elementary schools, The student population is predominantly African American (61%), followed by Caucasian (17%), Hispanic (14%) and Asian (5%). MPS is known for its range of school innovations including comprehensive wrap around schools, year round schools, and several charter schools, including ones sponsored by UWM.

Key Partnership Representatives

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C-1: The Juggling Act: Preparing Teachers While Trying to Support Secondary Student Achievement

History

The Graduate School of Education and Human Development, The George Washington University, is committed to collaborative teacher training endeavors supported by partnership activities. The Urban Initiative is a Professional Development School Partnership established as the result of continuing work, over several years of commitment, to the Washington, D.C. Public Schools. Working in cooperation with Cardozo High School's Ninth Grade Learning Community, the project offers a dual certification teacher preparation program in secondary and special education and urban school reform/change efforts.

The mission of the partnership was to bring together partners who would support the university and the school in its joint work to: (1) prepare teachers for urban schools; and (2) address the difficult issue of raising student achievement. At the time of the partnership agreement, the school leadership was in flux – an appointed Board of Trustees, which had usurped the power of the elected school board, had put General Becton in charge of the schools. Subsequently, a superintendent was chosen by the Board to assume what was undeniably a school system in crisis. Two major partners joined the Urban Initiative: The World Bank Group, increasingly involved in the city, chose the GWU/Cardozo Urban Initiative as one major domestic endeavor; and AT&T gave substantial support and funding to the project, most particularly the areas of literacy and technology.

The Urban Initiative collaborates with Cardozo general and special education teachers who are responsible to the Explorers Ninth Grade Learning Community to prepare teachers for dual certification in transition special education and a secondary content area. In addition all Urban Initiative teacher interns teach Literacy, a special ninth grade course which focuses on increasing the literacy and technology competencies of entering ninth graders.

Project Components

Pre-service Education/Dual Certification
Literacy Focus
Technology Integration
Curriculum Development/Inclusion
In-service Professional Development
Student Advisory Groups

A quality pre-service preparation program for George Washington University graduate students, supported by the faculty and Urban Initiative staff onsite at Cardozo, is the hub around which six major program components are structured. The curriculum for pre-service teachers and for Cardozo students supports a focus on literacy and technology integration. Curriculum development emphasizes interdisciplinary units that are standards-based and demonstrate inclusive practice. The in-service professional development component for Cardozo teachers, La Escuela de los Profesores/Teachers' School, responds to research that identifies onsite and teacher-generated staff development as the key to productive professional development. Ninth grade students participate in weekly Advisory Groups with teacher advisors and have work-based field trips four times yearly, both of which enhance positive connections to school, teachers, and peers and prepare them to make career decisions.

Guiding Our Practice

The Urban Initiative has been chosen as one of five national case study sites of the USDOE Contextual Teaching and Learning Project (CT&L). As such, the CTL characteristics are a part of the program and serve as guides for thinking about improving the pre-service teacher preparation.

Selection and Admission Process

"We're looking for a few good men and women"

A key to the zero attrition rate in three years of the Urban Initiative and its precursor, D.C. Spirit, is careful selection of students. Two factors seem to indicate that students are ready to face the challenge of becoming teachers in urban schools: (1) prior employment experience so that they truly understand the world of work and have made a conscious choice to become teachers; and (2) a commitment to social justice, in the form of prior advocacy or work with young people. The Haberman interview protocol assists the faculty and project staff as well as the applicants in making thoughtful decisions about the probability of successful completion of the program as well as a commitment to teaching as a career.

The admissions process is personal because teaching is personal. Prospective students meet with faculty advisors and spend a day at Cardozo observing classes and talking to current interns. They write a statement of purpose and prepare an onsite writing sample, as well as participate in group discussion, sharing their reasons for wanting to become a teacher. We want the prospective interns and the faculty and staff to jointly participate in making the best decision about which clinical placement in The George Washington University Teacher Education Program best fits the career goals, experiences, and strengths of the graduate student.

Pre-Service Preparation: A Project Cornerstone

"If you can do it here, you can do it anywhere"

Exemplary practice demonstrates that teachers who are prepared in the complex context of an urban school for a full year, with the support of cooperating teachers, university faculty and onsite staff, and a strong cohort stand a better chance of remaining in urban schools. The pre-service program is a rigorous 42-hour Masters program that certifies teachers in a Secondary Education content area with a Special Education endorsement and offers teacher interns the opportunity for a full year internship at Cardozo. While in the school context, each intern has a full day – they co-teach a literacy class; plan with staff, teachers and teammates; teach a content or special education class; and spend one class period of the four period day in seminars and reflection sessions with fellow interns in their cohort.

Teacher interns have multiple opportunities for problem solving in a supportive and collaborative environment with George Washington University project staff and faculty, cooperating teachers, and Cardozo faculty. Teacher interns participate in the full life of the school: attending meetings and staff development; curriculum planning and implementation; teaching and assessing; co-facilitating Advisory Groups and homerooms; maintaining contact with parents; tutoring; extending their technology skills; and immersing themselves in the life of the school and the students. The Urban Initiative Partnership offers the graduate students the opportunity to mesh theory with practice in the reality of the urban school setting, while receiving daily guidance and support. Thus they are better prepared to become teacher-leaders in the dynamic environment of urban education.

Literacy and Technology Focus

Designing a secondary school professional development school partnership devoted to the needs of students at risk for school failure due to significant literacy deficiencies is an ambitious undertaking. Yet that focus upon students at risk is the heart of the attempt to change the life course for students in urban schools. At the center of the Urban Initiative work are strategic reading, writing, and communication, which are fully supported by access to technology and the development of technological skill. The diagnostic and prescriptive reading process that is consistent with best practice assists all interns in becoming teachers of reading and writing. Interns are taught to use technology as a vehicle for instruction, and for preparing students for their transition to work and citizenship.

The Real Deal

The interns, Urban Initiative staff, and university faculty collaborate with Cardozo teachers to attack the multiple issues presented by students who are placed at risk for school failure because of poverty and inadequate preparation experiences. However intractable the dilemma may be, we are problem solving

daily around important issues, thereby offering a model for teacher interns as they assume their roles as teachers. The work of the Urban Initiative confronts the "messy" issues of urban education head-on. This work is hard, it is daily, and it is sometimes overwhelming. Despite the dilemmas, the teacher interns who participate in this intensive and extensive program are eager to take on the mantle of advocates and change agents and are fully prepared to do so.

Relationship to Institutional Work

The Urban Initiative Partnership Project is a member of The George Washington University's regional partnership, The Capital Educators, an affiliate of the Holmes Partnership and Project UNITE. The Capital Educators meet quarterly, engaging in activities concerning Professional Development School Partnerships and related public education reform agendas. The George Washington University Graduate School of Education and Human Development and the Cardozo High School administration and teachers are dedicated to the Urban Initiative Partnership and its related workscope, and commitments.

Key Partnership Representatives

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Nataki Reynolds, Technology Coordinator, The Urban Initiative, also Holmes Scholar
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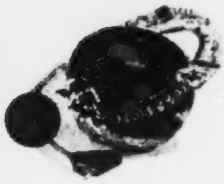

C-2: Contextual Teaching and Learning in Pre-service Teacher Education: Two Programs

Program One - University of Georgia:

History

The College of Education at UGA was one of several institutions awarded a U.S. Department of Education contract in 1998 to develop a model of excellence for contextual teaching and learning in pre-service education or professional development. The overall goal of the UGA project is to develop and implement a pre-service teacher education model that:

- is based in a theoretical framework of contextual teaching and learning
- permits preservice teacher education students to move through core courses in professional education and content areas which integrate contextual teaching and learning concepts into their instruction
- utilizes a broad range of contexts (schools, community, work places) both to inform teaching and learning and to provide places for them to occur beyond the classroom
- allows pre-service teacher education students to experience contextual teaching and learning and authentic assessment in diverse settings, and
- provides opportunities for pre-service students to reflect upon and integrate their experiential learning into contextual curriculum and pedagogy that can be used in their teaching.

To create initial direction for the project, a conceptual framework was created from a detailed review of literature and the thinking, reflection, and collaboration of project faculty. The framework builds considerably on the work previously completed at Ohio State University (in collaboration with Bowling Green State University). The theoretical underpinnings of the UGA framework rest on (a) the situated cognition literature, (b) constructivism, and (c) multiple intelligence theory.

UGA's project on contextual teaching and learning in preservice teacher education has focused on four types of activities:

- Conceptual Framework: Theorizing, reviewing the literature, developing, and defining the concept and providing examples of CTL for project faculty
- Professional Development: Faculty in the project participate in business internships, seminars with business people and educators, and on-site interviews to (a) enrich faculty understanding of CTL, (b) help them integrate more context-based teaching strategies into their existing courses, and (c) help them develop new components of the program model
- Program Design: Design and implement CTL concepts and strategies into core and content courses for a cohort or community of learners
- Evaluation: Ongoing examination of processes and results of efforts to accomplish project goals, including research and dissemination activities.

In preparation for actual curriculum, course, and instructional reform, one of the most significant professional development activities for project faculty consisted of their immersion in work-based learning. Five local area businesses, in collaboration with the local Chamber of Commerce, provided tours, speakers, on-site observations, time to interview with workers and managers, and internships to project faculty in May and throughout the summer. The purposes of these activities were to help University faculty: (a) understand how to prepare future teachers to make classroom teaching and learning more relevant to the world of work; (b) learn about current, practical applications of content area disciplines in workplaces and what is expected of workers in modern technical and professional work settings; and (c) begin to identify

experiences that can be designed for pre-service students in teacher education programs to help them learn about work contexts and applications to teaching/learning in various subjects.

To date, project faculty and advisory groups have primarily: (a) agreed upon the initial conceptual framework for contextual teaching and teaming to guide our work; (b) taught a pilot CTL section of the sophomore core educational psychology course; (c) organized several faculty professional development activities (see above); (d) developed (now teaching) a pilot CTL section of the core sophomore/junior foundations of education course; (c) planned 3 seminars for students on sources of discipline knowledge, academic community learning, and work-based learning; (f) finalized the design for the model; and (g) collected and analyzed much formative data.

The specific components of the redesigned teacher education program model at UGA include:

Pre-professional Courses: Educational Psychology (Learning and Development) and Educational Foundations are existing, required courses for teacher education and other majors are being revised to include contextual teaching and learning principles.

Community Work Experiences: Service Learning is an existing course involving service projects in various community agencies, programs, or settings. A new course to be developed by project faculty will introduce other structures field experience opportunities (internships in business, industry, or professional work settings) for teacher education students.

Seminars: A new series of seminars is being developed to reflect upon how field experiences connect education and the world outside of schools. They will include: *Disciplinary Knowledge*; *Basic Principles and Ways of Knowing Workplace and Community Experiences*: *Connecting Academic Learning to Out-of-Classroom Contexts*; and *Contextual Teaching and Learning in Schools.*

Disciplinary Courses: Required courses in methods of teaching and subject matter disciplines will be revised to incorporate contextual teaching and learning examples and concepts so that students can experience and apply these strategies in school settings.

Mission

The University of Georgia in Athens is a vibrant campus of 30,300 students, qualifying as both the oldest state-chartered land-grant college in the nation and consistently as a nationally recognized Research I institution. It is often referred to as the flagship in Georgia's system of 34 state-sponsored public higher education institutions. Thirteen schools and colleges, with auxiliary divisions, carry on the University's programs of teaching, research, and service.

The College of Education is the University's second largest college (the College of Arts and Sciences is first) and probably one of the largest colleges of education in the nation. The College has been in existence in some form since 1908. Today, there are about 225 tenured or tenure-earning faculty, another 150 academic professionals and credentialed support staff, over 400 graduate assistants, nearly 5,000 majors (about 3,000 undergraduates and 2,000 graduate students) and another 500 working for certification only. There are 18 undergraduate majors offered in the college and over 90 graduate programs. The College is by far the largest K-12 teacher preparation program in the state, with about 750 BS Ed degrees awarded last year. The College is consistently ranked by *U.S. News and World Report* as one of the best colleges of education in the country.

The College is decentralized into 4 schools: Leadership and Lifelong Learning; Teacher Education; Health and Human Performance; and Professional Studies. 20 departments are dispersed throughout the schools.

Key Partnership Representatives

Two schools, The School of Leadership and Lifelong Learning and the School of Teacher Education, are assuming major leadership for this project. Faculty and students from the Departments of Mathematics Education, Science Education, Social Science Education, Language Education, Middle Schools Education, Social Foundations of Education, and Occupational Studies are principally involved. In addition, the

School of Professional Studies is contributing faculty to Educational Psychology and Measurement, Instructional Technology, and Counseling and Human Services. The College of Arts and Science has several contributing departments.

Community partners include the Athens Area Chamber of Commerce and its affiliated businesses and industries and six local school systems. An Advisory Committee for the project includes members from several local businesses as well as 12 academic and occupational teachers from area middle and high schools.

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Program Two - University of Washington:

History

The Center for the Study and Teaching of At-Risk Students (C-STARS) is one of seven institutions awarded U.S. Department of Education (USDOE) contracts in 1998 for the purpose of preparing teachers to use contextual teaching and learning strategies. These awards were generated through a joint initiative of USDOE's Office of Vocational and Adult Education and the National School-to-Work Office. These contracts address three components of teacher education and awards were made to the University of Georgia, Ohio State University and the University of Washington focusing on ***pre-service teacher education;*** to Bowling Green State University, Johns Hopkins University and the University of Wisconsin-Madison focusing on ***in-service teacher education***, and to Recruiting New Teachers/Council of Great City Schools focusing on ***teacher recruitment.***

The Washington State Consortium is currently facilitating a year-long Contextual Education Academy designed to increase opportunities for pre-service teacher education students to collaborate with K-12 teachers recognized for their exemplary CTL teaching knowledge and skills in planning, delivering, and evaluating CTL learning activities for K-12 students in classrooms, and particularly in local community and employment settings. K-12 teachers and education professors from Washington's diverse colleges, universities, and school districts are collaborating with a variety of local community-based organizations and employers to produce exemplars of CTL strategies and activities that work well both at the K-12 and the pre-service teacher education levels. Beginning the summer of 2000, the Consortium plans to initiate a series of regional variations of this academy approach throughout the state and involve several hundred additional K-12 teachers and professors who agree to collaborate in demonstrating a variety of alternative learning environments and PDS-type approaches for enhancing attention to CTL in pre-service education programs. The Consortium is referencing much of the work reported in ***Contextual Teaching and Learning: Preparing Teachers to Enhance Students Success In and Beyond School*** (ERIC, Information Series, 1998) which presents a series of USDOE commissioned papers by Hilda Borko, Linda Darling Hammond, Kenneth R. Howey, Richard Lynch, Susan Joan Sears, et.al.; and also PDS literature by Bock, Gehrke, Clift, Butler, et.al. reported in the Handbook of Research on Teacher Education, Second Edition (Sikula, 1996).

An Adaptation Professional Development School Model for CTL

Professional development schools (PDSs) have been recommended by some educators as having good potential in partial response to current calls for educational reform and the professionalization of teaching. When pre-service teacher education students in traditional teacher education programs are placed in K-12 schools for fieldwork or student teaching, relationships between universities and schools are generally top-down and directed exclusively by the universities. These arrangements tend to provide very limited opportunities for balanced collaboration among K-12 teachers and university faculty. In contrast, when universities and schools enter into an agreement to create professional development schools, the expectations and roles for university and school personnel are significantly more complex, evenly distributed and intertwined than in the traditional relationships. This new "professional" culture relies on more peer-like relationships between professors and teachers and transforms both institutions and the personnel within each. The term *professional development school* was originated by the Holmes Group (1986) in the writing of ***Tomorrow's Teachers*** in which teacher educators created a vision about developing schools that:

Would provide superior opportunities for teachers and administrators to influence the development of their profession and for university faculty to increase the professional relevance of their work through (1) mutual deliberation on problems with student learning, and their possible solutions; (2) shared teaching in the university and schools; (3) collaborative research on the problems of educational practice; and (4) cooperative supervision of prospective teachers and administrators (p. 56).

The Holmes Group (1990) further elaborated the concept of professional development schools in Tomorrow's Schools by explaining that PDSs would focus on providing professional development for both novice and experienced professionals as well as developing research about teaching. Their vision for PDSs was influenced in part by the medical profession's teaching hospitals which place those in training with

those who are providing medical services in real contexts augmented by interaction with medical researchers.

Definitions Used and Guidelines Being Applied

The application of contextual learning to the American classroom has its origins in the experiential learning traditions of John Dewey who in 1916 advocated a curriculum and teaching methodology tied to the child's experiences and interests. Our consortium's operational definitions for contextual teaching and learning are rooted in Dewey's progressivism and in research findings which show that students learn best when what they are learning is connected to what they already know and when they are actively engaged in their own learning. In the course of conducting a literature review it became clear that CTL is an integration of many "good teaching practices" and several education reform approaches intended to enhance the relevance and functional utility of education for all students. The following working definitions are currently being used by the Consortium; however, we anticipate modifications as the project evolves:

- **Contextual Teaching** is teaching that enables K-12 students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of-school settings in order to solve simulated or real-world problems.

- **Contextual Learning** occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers.

- **Contextual Teaching and Learning** emphasizes higher level thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints.

The following Guidelines are used by the Consortium to identify and describe quality contextual teaching and learning, both at the pre-service teacher education and the K-12 levels:

- **Active Engagement**
  Are learners actively participating in learning activities in an interactive manner?

- **Engagement in Real World Experiences**
  Are learners actively engaging in experiences that compel them to either simulate or emulate how adults use the content of what is learned across natural, real-life situations?

- ***Engagement in Meaningful Learning***
  Are learners actively engaged in real-world experiences that motivate them to connect a sense of personal relevance, value, and meaning with the content of what is learned?

- ***Engagement in Authentic Assessment***
  Are learners actively engaged in multiple assessments that provide the opportunity to demonstrate performance of the content of learning according to real-world conditions and standards?

CTL Activities and Strategies Being Demonstrated

The Consortium's dual emphasis on pre-service teacher education and K-12 education brings into focus several teaching strategies that place the student in meaningful contexts that connect the students with the content of what they are learning. This holds true for both the K-12 student and the pre-service teacher education student. The most prevalent strategies typically referred to in the literature on contextual teaching and learning that our Academy professors and K-12 teachers have selected to demonstrate are different combinations of the following:

Authentic Instruction
Authentic instruction is instruction that allows students to learn in meaningful contexts. It fosters thinking and problem-solving skills that are important in real life settings.

Inquiry-Based Learning
Inquiry-based learning entails teaching strategies patterned after the methods of science and provides opportunities for meaningful learning.

Problem-Based Learning
Problem-based learning is an instructional approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills, and to acquire knowledge of the essential concepts of a course.

Service Learning
Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connection between service experiences and academic learning.

Work-Based Learning
Work-based learning is an instructional approach in which students use the context of the workplace to learn content of school-based courses and how that content is used in the workplace.

EVALUATION

External evaluators from the Northwest Regional Educational Laboratory (NWREL) are currently contacting all Academy professors and K-12 practitioners to arrange for a series of site visitations designed to generate information in order to document case studies and assess the extent to which CTL practices and related procedures outlined in the action plans of these professors and K-12 practitioners have been and/or are currently being implemented. More specifically these site visitations will:

1. Document the extent to which the Academy fellows have carried out their Action Plans and the factors that have supported or limited their activities.
2. Assess the impact(s) of the Action Plans, (a) on their teacher education activities, (b) on school education throughout their respective institutions, and (c) on their pre-service teacher education students.
3. Assess the extent to which the Project has contributed to improving the quality of teacher preparation and staff development in Washington State.
4. Identify exemplars of best practices in CTL and the extent to which they reflect the Project's guidelines for quality CTL.
5. Document any initial impact(s) of the Project on enhancing attention to CTL in Washington's teacher training programs.
6. Utilize results of Case Studies to (a) provide a contextual base for development of survey instruments and other evaluation tools for use with K-12 teachers, Professors, and pre-service teacher education students, and (b) interpret and validate other data and information collected through the evaluation process.

For more information on this PDS-type model for pre-service teacher preparation for CTL contact:

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C-3: Contextual Teaching and Learning: Five Profiles

History

The U.S. Department of Education Office of Vocational and Adult Education and the National School to Work Office have funded a series of three inter-related projects to develop a model teacher education program based on the principals of Contextual Teaching and Learning. The first project, a partnership between The Ohio State University College of Education and Bowling Green State University was designed to develop a definition of CT&L. The definition was derived from a review of the literature, a set of commissioned papers, and the proceedings of a design conference. The following is the definition that developed:

> Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires. Contextual teaching and learning strategies:
>
> - emphasize problem-solving;
> - recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites;
> - teach students to monitor and direct their own learning so they become self-regulated learners;
> - anchor teaching in students diverse life-contexts;
> - encourage students to learn from each other and together; and
> - employ authentic assessment.

The definition, along with the compendium of papers, and the Design Conference Proceedings were used to develop a Framework for Contextual Teaching and Learning in Preservice Education. The team then requested nominations of teacher education programs that best exemplified the components of CT&L. From more than 80 nominations, five sites were selected for the study. They were:

Colorado State University
George Washington University
University of Louisville
University of New Mexico
Western Oregon University

In addition to selecting sites that had exemplary programs, the Team also tried to identify sites that would provide a comparison of different types of institutions as well as a geographic balance. The sites represent two Research I institutions (University of New Mexico and Colorado State University); two Research II institutions (U of L and GWU); and one regional, comprehensive university (WOU). Three of the institutions are located in urban areas (UNM, U of L and GWU), while the other two (WOU and CSU) are located in small towns. One is a private institution (GWU), while the other four are public institutions. All are accredited by the National Association for the Accreditation of Teacher Education (NCATE). The purpose of these profiles was to provide a description of teacher education programs that have included the attributes of Contextual Teaching and Learning across all program components of teacher preparation.

The second project, a partnership between The Ohio State University College of Education and The Holmes Partnership/Project UNITE was charged with developing a model CT&L teacher education program. In addition to using the profiles to inform the model, a cross-profile analysis of the five sites was completed. A teacher education program inventory was piloted among five additional sites who are part of Project UNITE, an urban network of teacher education institutions. The analysis of the inventories is also being used in developing the model. The final model will consist of vignettes of three hypothetical institutions (a research I institution, a comprehensive regional institution, and a private liberal arts institution) along with the materials and documents to support the vignettes. Once the model is completed, it will be available, along with other components of a toolkit, to institutions who wish to implement a CT&L program. Other components of the toolkit will include a brief introduction to CT&L; the Executive

Summary of the profiles; a copy of the commissioned papers; the design conference proceedings; the Framework; the completed profiles and cross profile analysis; a white paper describing the national, state, and institutional context for teacher education; a program evaluation instrument; and an implementation monograph. The last two items are to be developed in the third project.

The third project is designed to implement the model at three different types of institutions: a Public Research I institution, a highly selective private institution, and a comprehensive regional institution. While implementing the model, the institutions will collect data about their program and about the individuals involved in the program. An instrument will be developed to measure the progress of the program and the graduates of the program. The three institutions will evaluate each other's programs using a critical friends approach. They will observe each component and provide feedback to each other.

An important product that will be developed from this third project is a Primer for Change. This monograph will be written by participants of the three programs as they implement CT&L programs. The participants will include a teacher educator, a teacher education student, a school-based teacher, a university-based program administrator, and a K-12 school-based administrator. The primer will include baseline and continuing data, along with an analysis of the date for each of the three sites.

The goal of the three projects is to determine the enablers and barriers to implementing a teacher education program based on contextual teaching and learning and to evaluate the effectiveness of the program in different contexts.

Institutional Mission and Context

With nearly 50,000 students, the Ohio State University is the second largest campus in the country. It is located in the midwest, urban capital of Columbus. Students can select from 170 undergraduate majors, 122 master degree programs, and 98 doctoral programs.

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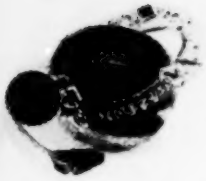

C-4: Preparing and Supporting High Quality Teachers: The Power of Partnerships

History

The Career Development Program (CDP) has been a program option for teacher licensure at UNM for the past 10 years. Specifically, the program targets the non-traditional population of students: second career students and educational assistants. It is the product of a joint partnership between the Albuquerque Public Schools (APS), University of New Mexico (UNM), and the Albuquerque Teachers Federation (AFT). The essence of CDP is to support the professional development of the participant's career within the educational community. The program has three overall goals:

1. To provide an innovative, superior quality teacher education experience to mid-career professionals which would result in the highest caliber graduates by: a) acknowledging the value of the professional adult learner's previous educational and life experiences; and b) lessening some of the practical and financial barriers to entering elementary education by mid-career professionals.
2. To shift some of the financial resources of the post baccalaureate program to create an incentive program of scholarships for APS educational assistants who wish to become degreed.
3. To provide meaningful in-service opportunities to veteran district teachers by: a)increasing their participation in the preservice and induction experiences of new teachers; and b) providing release time for professional development and renewal.

The APS/UNM/ATF Partnership is a model collaborative program providing systematic opportunities for university faculty to work side-by-side with exemplary classroom teachers, counselors, and administrators in the preparation and support of teachers. The Partnership focuses its efforts along the entire continuum of teacher education from the recruitment of diverse groups (including educational assistants) into teacher education; mentoring pre-service teachers; providing induction support to new teachers; and developing networks and support for advanced professional development.

The goals of the Partnership are to

1. Improve the learning and development of children and youth through the creation and delivery of a continuum of quality professional development programs and activities for educators, ranging from the student teacher through the experienced teacher, counselor, and administrator.
2. Assist in defining and realizing the broader goals of both the Albuquerque Public School District and the University of New Mexico College of Education.

As a part of the APS/UNM/ATF Partnership, the CDP post-baccalaureate program consists of a 43-semester hour, 17-month sequence of integrated methods coursework with both preservice and induction field experiences. Each January, a group of 24 post baccalaureate students begin a first semester which combines rigorous methods coursework and a structured "teamed apprenticeship" student teaching experience in an elementary classroom with a veteran mentor teacher. The preservice component concludes in an intensive summer of supporting coursework. This is followed by the induction experiences of a "paired internship" in the fall and a "solo internship" in the second spring semester. Throughout the academic year weekly evening seminars accompany the apprentice and intern semesters. The design of the program provides opportunities for apprentices/interns to have maximum "hands-on" experience in elementary classrooms and school settings throughout the preservice and induction experiences.

The CDP is a very dynamic process grounded in educational theory intended to blend with the practical experiences of the classroom settings. Apprentices/interns learn about children through the study of: child development, learning theory, learning styles, motivation, intelligence, critical thinking, socialization, culture, and diversity. The concurrent theory-to-practice opportunities in the design of the program ensures apprentice/interns opportunities for application of what they are learning about children, teaching and learning. This inherent scaffolding also provides many opportunities for the apprentices/interns to develop the skills for articulating their beliefs and the knowledge that supports their practice.

An Overview of the Partners Involved

Albuquerque Public Schools is one of the largest and most diverse districts in the nation with over 85,000 students and 10,000 employees. The Albuquerque Teachers Federation represents over 6,000 school employees in APS. UNM is the largest university in the state with about 25,000 students and 2,000 faculty. The College of Education has about 115 faculty, 2,400 undergraduate and graduate students, and graduates about a third of the state's new teachers.

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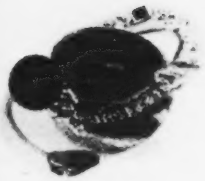

C-5: Connecting Teaching and Learning in Teacher Preparation and Licensing

History

The introduction of standards-based education reform in Oregon's public schools has dramatically changed both K-12 education and teacher education in Oregon. In order to fully prepare candidates to meet the challenge of standard-based schools, the WOU teacher education program has been redesigned by faculty in both Liberal Arts and Education. To insure that K-12 students meet the more rigorous standards, teachers need to have higher expectations for all students; use a greater variety of teaching strategies; have a deeper understanding of the content that they teach; and have a better understanding of human development and learning. WOU is committed to preparing teachers who can meet those challenges.

The following are the key concepts upon which the new initial licensure program has been built:

Seamless education: The current emphasis from the Oregon Department of Education and the Governor's Office is to minimize the traditional lines among early childhood, elementary, middle level, high school and community college/university education. The new emphasis is on values related to lifelong learning with proficiency-based outcomes. In the new program, candidates have course work in human development and learning that ranges from early childhood to young adulthood. Every candidate ties a portion of his or her field experience to each of the our four authorization areas (early childhood, elementary, middle level and high school). The candidate will qualify for a license in two authorization areas.

Connecting teaching and learning The core of the curriculum and the emphasis of the field work is a belief that teachers are responsible for bringing about learning gains in every student in their class. Teacher work sample methodology is used to give candidates a model for planning instruction and evaluating their own effectiveness as teachers.

Coursework is integrated, taught and assessed by teams of faculty In the past, faculty have taught courses individually, perhaps inviting other faculty as guest speakers to present information on areas such as diversity or special education. In the new program faculty teach in teams to meaningfully integrate information. This should also contribute to their own professional growth. Assessment of student competencies is evaluated by student peers, faculty teams, and professionals from the field.

Emphasis on continuing professional development. First term students receive a description of the 14 proficiency I for beginning teachers. Attainment of the proficiencies is documented through Course work, field experience, work samples, portfolios and the integration/capstone projects. A mentoring component of the program insures that each student's strengths and weaknesses are individually reviewed, and students are assisted in developing their own areas of interest

A teacher education program that is closely tied to school districts. Western has made a commitment to form partnerships with and to assist school districts as they restructure to accommodate their school improvement plan and the changing nature of teachers' work. In the redesign, one third of the 48-hour professional core is field experience. The students are placed in a district for the four terms of field experience as part of a partnership agreement between the district and Western. These partnerships provide settings where candidates along with school and university faculty may work collaboratively to improve their teaching. In addition, every faculty member is involved in a public school, the Department of Education, or an education-related community service program.

Authentic Assessment

Just as Oregon's public school standards have defined what K- 12 students should know and be able to do, the School of Education has defined teaching proficiencies as statements of what teacher candidates should know and be able to do. The curriculum, instruction, and assessment of the candidates are based on these teaching proficiencies. There are four points in time when candidates are assessed as to their current level of performance of the proficiencies. At the end of each term, the candidates submit portfolios of evidence that document their level of proficiency in each of the areas. A scoring rubric has been developed that provides ratings for Beginning, Emerging, Developing, Maturing, Strong, and Exemplary practice. Licensure recommendation is based upon the candidate's rating on the rubric, as well as other measures.

While traditional forms of documentation, such as tests and term papers, are still used to evaluate students' knowledge, more authentic instruments are used to evaluate what they are able to do. In addition, Teacher Work Sample Methodology provides a format for linking candidate teaching to progress of their K-12 students.

Each teacher education candidate is expected to produce two work samples during their four terms. The first is a smaller version of the final product which is required for completion of student teaching and recommendation for initial licensure. The Teacher Work Sample consists of:

A unit topic
A brainstormed graphic organizer
A rich description of the context/setting
Related national, state, and/or district goals
Rationale
The unit goals
The working graphic organizer
The list of objectives (at least 10) which support the unit goals
Lesson plans (at least 10), including any supporting materials
Pre- and post-assessment items for each unit goal
Pre/Post test assessment results displayed by cluster and student
Narrative data interpretation
Reflective essay

The Teacher Work Sample Methodology is being viewed as the benchmark for other states considering a standards-based curriculum and it provides an exemplar for the attribute of authentic assessment. The most unique aspect of the Teacher Work Sample is that it uses student learning to assess candidate performance. Student teachers are required to pre- and post-test K-12 students and interpret the data. Both the Teacher Work Sample and the teacher proficiencies include assessment strategies that have been derived from multiple sources and that are ongoing and blended with instruction. Thus while assessment is used to help professors evaluate candidates, it is also used to help student teachers modify instruction to insure that students are learning.

Institutional Mission and Content

Western Oregon University has a long and distinguished history of teacher education. The university was established in 1856. For many years it was a normal school. Today it has a strong School of Liberal Arts that works closely with the School of Education to assure excellent preparation of teachers.

Western Oregon University has over 4,000 graduate and undergraduate students, with about 1,000 enrolled in teacher education and related fields. The teacher education programs include undergraduate and graduate programs in early childhood, elementary, middle level, high school, and special education. Student teachers, through partnership agreements, work in a wide range of rural, suburban, and urban schools.

For the past 15 years, faculty have worked on a methodology to connect teacher work to student learning gains. The Teacher Effectiveness Project has produced a database of over 1,200 candidates and their effectiveness with K- 12 children and youth in a methodology called Teacher Work Sample Methodology, This work has been extended into Oregon's requirements for initial and advanced licensure.

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Key Partnerships

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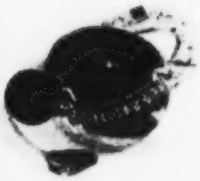

C-6: Mentoring New Teachers: The Santa Cruz New Teacher Project

History

Since 1988 the Santa Cruz New Teacher Project (SCNTP) has, with remarkable success, helped nearly 2,000 K-12 teachers make the difficult transition into the teaching profession. The SCNTP is led by the Teacher Education Program of the University of California, Santa Cruz, in collaboration with the Santa Cruz County Office of Education and sixteen school districts in the surrounding area.

The SCNTP began as one of fifteen projects competitively funded through the California New Teacher Project (CNTP), a four-year research study (1988-1992) designed to identify the effective approaches to beginning teacher support. The project was co-administered by the California Department of Education and the California Commission on Teacher Credentialing. Program design brought together local stakeholders from across the various participating organizations, including university faculty, district and site administrators, union leaders, and veteran and novice teachers.

As a result of its participation in the CNTP, Santa Cruz New Teacher Project subsequently worked on a number of statewide efforts to identify and disseminate best practices around teacher induction. These included conducting the final validity study and revision of the *California Standards for the Teaching Profession,* consulting in the creation of the California Formative Assessment and Support System for Teachers (CFASST), and developing training programs for mentors and program administrators who are part of California's present teacher induction efforts.

Currently serving nearly 450 novice teachers, the SCNTP is part of California's Beginning Teacher Support and Assessment Program, the statewide initiative that provides approximately $3,200 in funding per beginning teacher. These monies are augmented by local school districts at a rate of $2,100 per teacher. The investment in teacher induction is seen by both the state and participating districts as a cost-effective way to promote teacher quality and increase teacher retention. Research studies documenting SCNTP teacher retention over time are currently being conducted. Preliminary results indicate that after seven years 94% of SCNTP participants remain in the teaching profession. Teacher effectiveness and demonstrated leadership capacity are being examined.

The SCNTP support model is focused on advanced achievement of all learners, particularly students from diverse socio-economic, linguistic, cultural, and ethnic backgrounds. The program philosophy is described by the following fundamental beliefs:

- Learning to teach is a career-long, developmental process
- Support should be responsive to the needs of each new teacher and embedded in every teacher's classroom practice
- Teacher learning best occurs in collaborative environments
- Instructional changes are most likely to occur when teachers assess their practices against recognized professional standards
- Teaching is a continuous cycle of teaching, inquiry into practice, self-assessment, self-prescription, and re-teaching
- Professional learning must have at its core student learning

Central to the SCNTP induction model are the partnerships that form between the novice and mentor (new teacher advisor). Mentors are exemplary veteran teachers on loan full-time from participating districts for a period of two to three years. Matched with beginning teachers according to grade level and subject matter expertise, mentors advise first and second year teachers. Mentors meet weekly with each novice for approximately two hours before, during or after school providing mentees context specific support.

In addition, new teachers receive release days for observation of other teachers, curriculum planning, and self-assessment. A monthly seminar series serves as a network where these novice teachers share

accomplishments and challenges with peers. Special attention is paid to literacy, language development, strategies for working with diverse student populations, and the needs of English language learners.

With the mentor/advisor's guidance and assistance beginning teachers develop a portfolio that documents their growth in relation to professional standards. Advisors help the beginning teachers collect and analyze evidence of their classroom practice. The new teachers work with their mentors to assess their developing classroom practice on the SCNTP *Developmental Continuum of Teachers Abilities*, aligned with the California Standards. This collaborative self-assessment is then used to develop an *Individual Learning Plan* focused on specific standard areas.

Over the course of the year, mentor/advisors and new teachers collaborate to meet the novice's immediate instructional needs while maintaining steady progress towards the self-identified professional growth goals. *Collaborative Assessment Logs* record the teacher's progress from week to week, and various items representing the teacher's learning and/or the growth of their students in relation to professional goals are collected.

Mentoring new teachers is complex and demanding work that involves learning skills other than those classroom teachers possess. Therefore, regular support and professional development for the nearly forty new teacher mentors are important components of the SCNTP model. Mentors receive a half-day orientation to the program and two days of foundational training, followed by weekly staff development at Friday morning staff meetings. Here mentors have the opportunity to discuss challenges relating to their work; examine and analyze data of teacher practice; practice observation and coaching skills; review SCNTP assessment tools and their use; develop greater familiarity with the CSTP; and give input into the refinement of program structures and processes. Training is provided in the areas of literacy development; coaching and observational skills; giving feedback; equity pedagogy; and group facilitation skills.

Program development is guided by a formative process of program evaluation, annual peer review activities involving other BTSA programs in the region, as well as external program evaluation conducted by the California Educational Research Cooperative at the University of California-Riverside. The SCNTP develops an annual program improvement plan as part of its participation in the BTSA and a leadership team oversees its implementation.

New teachers and principals report that participation in the SCNTP has made a significant contribution to the quality of their teaching and to their success as a beginning teacher. A pilot research study in the area of literacy development has shown that student achievement in new teachers' classroom matches that of students taught by veteran teachers. Evaluation studies over the years also show that SCNTP beginning teachers exhibit increased job satisfaction; are retained at higher rates; work more effectively with diverse students; and are better able to problem-solve around issues of instruction and student achievement. In a recent principal survey 95% of respondents credited the SCNTP with significantly improving beginning teacher performance.

The success of the SCNTP induction model led to the creation in 1998 of a statewide and national teacher induction center at the University of California, Santa Cruz, funded by various private foundations. The New Teacher Center (NTC) at UCSC serves as an umbrella organization, which includes the SCNTP program of direct support for novice teachers; dissemination of best induction practices; technical assistance and training for those involved in designing and delivering programs of beginning teacher support; research and program evaluation; and advocacy for policies that promote teacher professional development. The NTC is also in the second year of a pilot new administrator program.

Institutional Mission and Context

The University of California, Santa Cruz (UCSC), which opened in 1965, is one of ten campuses of the University of California and enrolls approximately 11,000 students. Some 90% of the students are undergraduates who pursue over 40 majors supervised by divisional deans of Humanities, Natural Sciences, Social Sciences, and Art. Graduate students work toward graduate certificates, masters degrees, or Ph.D. degrees in 26 academic fields. UCSC is deeply committed to attracting a student body that represents the diversity of California's population. Nearly 75% of the entering freshman class come from public California high schools. Surveys show that alumni are most likely to pursue careers in education and teaching; psychology; and law.

Chancellor M.R.C. Greenwood is committed to linking campus programs to the broader community and actively supports programs that provide off-campus internships for students. Recent efforts have focused on establishing K-12 regional and local partnerships in the greater Santa Cruz regional and the Silicon Valley. A number of programs and campus-based centers including New Teacher Center; the Center for Research on Education, Diversity, and Excellence (CREDE); and the Educational Partnership Center are dedicated to working with K-12 educational institutions.

The purpose of the Education Department's instructional program is to prepare all students, undergraduates through graduates, to engage in the analysis and integration of educational theory, research, and practice for a multilingual, multicultural society. A central focus of the program is to use educational theory and research in the development of effective teaching and learning in culturally and linguistically diverse classrooms. The Education Department currently has three instructional programs:

1. An undergraduate minor in education
2. The Master's of Arts: Emphasis in Teaching degree which also leads to the CLAD/BCLAD [(bilingual) Cross-cultural, language and academic development] teaching credentials
3. The Master's of Arts: Emphasis in Research degree

The programs aim to develop a continuum of learning from undergraduate through graduate study and, in teacher education, from preservice through induction and on to continued education for experienced teachers. Approximately 100 graduates are enrolled in the master's programs, and nearly 400 undergraduates have declared an Education minor.

The sixteen school districts in the Santa Cruz New Teacher Project (SCNTP) range in size from 100 to nearly 20,000 ADA. Two of the districts are located in urban environments. The largest of the districts, Pajaro Valley Unified School District, has been designated a rural enterprise zone characterized by high poverty rates and the pressing needs of rural agricultural communities. Schools throughout the SCNTP consortium serve large numbers of English Language Learners. Additionally these districts are faced with the challenge of recruiting and hiring fully credentialed teachers.

Key Partners

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	Ellen Moir, Director, Teacher Education
Santa Cruz County Office of Education	Diane Siri, Superintendent
Aromas-San Juan Unified School District	Roam Lochry, Superintendent
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Franklin-McKinley Unified School District	Larry Aceves, Superintendent
Gilroy Unified School District	David Alvarez, Superintendent
Happy Valley Elementary School District	David Brait, Administrator
Hollister Elementary School District	Thomas Andrade, Superintendent
Live Oak School District	Steven Herrington, Superintendent
Mountain Elementary School District	Cheryl Elning, Superintendent
North Monterey County School District	Leo St John, Superintendent
Pacific Elementary School District	Sharon Smith, Administrator
Pajaro Valley Unified School District	John Casey, Superintendent
San Lorenzo Valley Unified School District	Andrew J. Meyer, Superintendent
Santa Cruz City School District	Roy Nelson, Superintendent
Scotts Valley Unified School District	Stephen Fiss, Superintendent
Soquel Elementary School District	Dan Cope Superintendent

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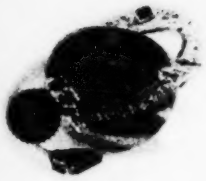

C-7: Toward a Seamless Transition: Columbus Peer Assistance and Review Program

History

In the 1987-1989 biennium, the state legislature targeted funding to pilot projects focusing on Career Enhancement, including Peer Assistance and Review (PAR) in Toledo and Columbus. Districts were required to provide matching funds to receive state funding. This concept was expanded in the 1989-1991 and 1991-1993 biennia, when funds were designated for seven districts with various Career Enhancement pilot programs, Columbus continuing to be one of seven. In the 1993-1995 biennium, the Legislative Office of Education Oversight evaluated the Career Enhancement projects. The Amended Substitute H.B. 152 provided approximately $1.1 million for Career Ladder programs per year, and the language on the line item changed from "Career Enhancement Programs" to "Career Ladders." The revised H.B. 152 also required districts to compete for funds rather than target specific districts. In addition, after an evaluation of the previous Career Enhancement options chosen by districts, the General Assembly recommended narrowing the options for funding to Peer Review in their next biennial budget. Peer Review grants are now awarded competitively throughout the state.

Development and implementation of the Columbus Peer Assistance and Review (PAR) program was initiated at the district level. Using primarily district support, and specifically targeting funds from the Career Enhancement line item, Columbus Education Association (CEA) and the Columbus Board of Education initiated the PAR program in the 1985-86 academic year. The structure of the PAR program has remained consistent since its inception, and consists of two major components. The first is designed to provide assistance and assessment to entry-year teachers (intern teachers) and the second, to support experienced teachers (intervention teachers) who are having severe difficulty. Throughout the year, all teachers new to the district are provided ongoing support by a consulting teacher, who observes their teaching performance and provides individualized feedback and support. Consulting teachers are experienced, successful teachers released full-time from their teaching duties to provide assistance to intern and intervention teachers. Each intern teacher receives a minimum of 20 observations and 10 conferences and intervention teachers a minimum of 40 observations and 20 conferences throughout the year. If a teacher is struggling, the number of visits increases according to need. The focus of the observations and conferences is on performance terms identified by the district to assess teacher performance. Consulting teachers document teaching performance using subsequent conferencing sessions to debrief and address other issues that may arise. In December and March, consulting teachers prepare data-based reports on the progress of their intern or intervention teachers.

The PAR program is governed by a seven-member panel, four members represent the teachers, and three represent the administration. The chair alternates each year between the President of CEA and an administrative representative. The PAR panel is responsible for administering the program, selecting consulting teachers, receiving reports on teachers in the program, and making recommendations for contract renewal.

Ongoing collaboration between Columbus Public Schools (CPS), CEA, and The Ohio State University (OSU) is a major component of the PAR program. From the inception of PAR, faculty from OSU have offered ongoing professional development to consulting teachers in the program. Professional development includes preliminary preparation prior to school, focused professional development days, and bi-weekly meetings.

The PAR program has become the catalyst for many successful, collaborative, innovative practices between CPS, CEA, and OSU to encourage ongoing professional growth of teachers. Teachers and university faculty from the collaborative partnership work together to provide workshops and courses for graduate credit to all entry-year teachers in CPS. They are taught collaboratively, and are offered free of charge to entry-year teachers through the fee waiver agreement between CPS and OSU. One major outcome of these efforts is the large-scale involvement of entry-year teachers in action research projects designed to examine their teaching practices and the impact of those practices on their students. In the 1998-2000 school year, approximately 175 action research projects resulted from this effort.

There have been several research findings used as indicators of success, and to guide professional development programs for entry-year teachers and consulting teachers. Indicators of success include:

- Retention rate of teachers in Columbus, specifically teachers of color.
- With the ongoing support of the consulting teachers, needs of entry-year teachers have transitioned from management-related concerns to instruction-related concerns, indicating that the PAR teachers move to a higher stage of development more quickly than the general literature would indicate. Data showed that it was not until the entry-year teachers were able to address issues of survival, were they able to move toward instructional concerns and professional growth. Findings from this study supported the ability of entry-year teachers to be successful managers and instructors during their first year of teaching while receiving assistance from a teacher support program.
- Years of experience that teachers brought into a large urban school district did not show significant effects on their perceived need in this study. The implications of these findings suggest that a support system is necessary for all teachers who begin teaching in a large urban school district, whether or not they have had previous teaching experience. This finding supports the district's decision to offer assistance to all teachers entering the district.
- In an anonymous, open-ended questionnaire, entry-year teachers were asked to comment on the impact of the PAR program on their entry-year of teaching. The comments were overwhelmingly positive, identifying specific areas of assistance from the consulting teachers. Categories of specific assistance included providing resources, emotional support, and contributing to the teachers' professional growth.
- Approximately 175 teachers were involved in an action research project from 1988-1999, focusing directly on their own teaching practice, and the impact of their teaching practice on their students' achievement.

One important feature of the PAR program is that the support available to beginning teachers offers a framework to encourage a seamless transition between the university and public school setting. Performance terms that provide the foundation of the PAR program, and licensure standards in Ohio, are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Institutional Mission and Context

The collaborative partnerships framing the exemplary practices described in this session is The Ohio State University College of Education, the Columbus Public Schools, and the Columbus Education Association. The Ohio State University is a major research institution and the flagship university of the State's higher education System. It is located in the state capital, Columbus. There are approximately 48,000 students in the main campus, and 55,000 including the surrounding campuses. The College of Education is a Holmes Partnership university, and is an innovator in community/school and university partnerships, teacher education reform, urban education, and educational policy studies. Peer institutions and professional organizations recognize the College's standards of excellence, and its graduate programs have been among the top tier of the *U.S. News and World Report* surveys for the past five years. The College has approximately 135 regular faculty, 500 staff, and about 3,000 students. The College was recently configured as three academic units: 1) School of Educational Policy & Leadership, 2) School of Physical Activity & Educational Services, and 3) School of Teaching & Learning. Among the schools there are 13 graduate programs and five undergraduate programs. Teacher licensure preparation occurs at the graduate level (MEd). Teacher licensure preparation programs also exist on the four regional campuses of the University. There are also several interdisciplinary centers associated with the College.

Columbus Public Schools is a large urban school district, with approximately 4,500 teachers serving 65,000 students. Just 60 percent of the students in Columbus are students of color. The average family income is $21,875.00, with $6,668.00 expenditure per pupil. Forty-two percent of the student population of Columbus has been categorized as "disadvantaged" and there is a graduation rate of 61.1%. The Columbus Education Association has been a powerful teachers' association for the Columbus teachers, with much of the credit going to John Grossman, who has been a long-term president, leading the association's involvement in the collaborative partnership.

Key Partnerships

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C-8: The MINT Program: Mentoring and Induction for New Teachers

History

The MINT program, designed using the Illinois Professional Teaching Standards as its foundation, was developed and is implemented in collaboration with the University of Illinois at Chicago College of Education and the Chicago Teachers Union Quest Center. The program resulted from the merger of two separate CPS efforts at new teacher support. One began in 1996 with 30 hours of after-school professional development seminars for new teachers. The other initiative began in 1997 as a new-teacher mentoring component experienced teachers serving as paid mentors. While the seminars were required for all new teachers, the mentoring component has been voluntary on the part of each school principal.

MINT is partially supported through grants from the MacArthur Foundation and the McDougal Family Foundation. Currently, the MINT program includes approximately 325 schools (elementary and high school) with 560 mentors, over 900 teachers new to the system and 300 teachers in their second year of employment with CPS. On October 27, 1999, Policy Board Report No. 99-1027-PO2 was passed by Chicago Public Schools. This policy will require the participation of all new teachers in this two-year induction program with mentor support.

The MINT Program's goals are the following :

- Improve student learning throughout the system by reducing teacher attrition and thus reducing the number of unqualified teachers in classrooms.
- Improve student learning through engaging teachers in structured inquiry into exemplary teaching practices for CPS students.
- Develop institutional capacity to help new teachers meet the new Illinois Professional Teaching Assessments mandated by the legislature in 1997 to go into effect for 1999 graduates of teacher education programs.
- Establish a program structure that integrates teacher professional development from the teacher preparation programs through their induction years and into phases of ongoing professional growth that include new teacher mentoring and school leadership.

The characteristics of this program can be described as follows:

- Each certified teacher new to CPS is expected to complete 45 hours of professional development over a two-year period.
- All participants in the program—mentors, mentor trainers, new teachers, and so on—have clearly defined responsibilities in an accountability system that allows us to monitor the quality of program implementation at every step. An external evaluator will be hired to conduct program evaluation that will further enhance our ability to improve the program over time.

Year one for each new teacher

- 30 hours of workshops are designed to induct new teachers into CPS and to support their growth as teachers, according to the needs of the system and the Illinois Professional Teaching Standards. (The Illinois Standards are the basis for the standard license for all new teachers beginning this year.) These workshops are offered by a trained cadre of experienced teachers and administrators, and they provide large-group (up to 30 participants) and small-group interaction.

- Each of these inductees also receives mentoring from a teacher in his or her school. That mentor provides support and professional development opportunities to no more than three teachers in the school. Experienced mentor educators from the CPS Teachers Academy, CTU Quest Center, and UIC College of Education will provide training for all mentors.

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Year two for each teacher

- All new hires, in the second year of the two-year program, attend fifteen hours of workshops to support them in developing a professional portfolio consistent with Illinois Professional Teaching Standards. These workshops, with one exception, are offered by university specialists from throughout the Chicago area and will focus the new teacher on his or her own teaching and on exemplary teaching practice. The exception is one workshop that provides an orientation to the Museum in the Park facilities, so that all second-year teachers have hands-on exposure to Chicago's museum resources.

- On-site mentoring continues, but with a focus on developing professional portfolios that reflect the 11 Illinois Teaching Standards. All mentors receive training in standards-based portfolio preparation. In addition, an accountability system for on-site mentoring requires all mentors and new teachers to document school-based mentoring activities.

- At the end of the second year, each teacher will turn in a professional portfolio demonstrating proficient performance in each of the 11 Illinois Professional Teaching Standards. A cadre of trained university assessors from throughout the Chicago area will assess each portfolio and provide formative feedback to each teacher. This feedback will contribute to the improvement of practice as well as to the teacher's preparation for the Illinois portfolio assessments leading to the standard teaching license.

Since 1996, when CPS participated in the work of the UIC/Illinois State Board of Education Task Force on Teacher Certification and Development, it has been the goal of the CPS Teachers Academy to provide leadership to the state's initiatives in new teacher support and assessment. If this proposal is approved and the program systemically implemented, CPS will be providing state *and national* leadership in addressing the quality of classroom teachers. In ten years, this proposed program would prepare over 10,000 CPS teachers for the new Illinois teaching certificate, and new teacher retention in Chicago would continue to improve. This will be a cost-effective way to reduce the number of unqualified teachers in CPS classrooms and improve the conditions for improved student learning.

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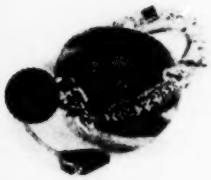

C-9: The Urban Teacher Partnership: A University/School District Collaboration

History

The exemplary practices discussed here are imbedded in newly developed teacher education programs in the College of Education at UNLV. The impetus for these programs has been the significant need for teachers in the Clark County School District (CCSD) located in Las Vegas. As the eighth largest and fastest growing school district in the country, CCSD hired more than 2,000 new teachers for the 1999-2000 school year. In addition to the unprecedented growth faced by CCSD, the school district's minority population has increased to 48% of the total student population and is continuing to increase, as is the number of children who are living in poverty. Accordingly, there is a documented need to recruit, prepare, and retain teachers who can effectively teach in diverse urban contexts.

Among the College programs that have been developed in response to this need are: an Alternative Special Education Licensure Program that provides an alternate route to licensure for CCSD employees with baccalaureate degrees; a Paradise Professional Development School located on the UNLV campus that includes early and continuous interaction between preservice teachers, university faculty and the teachers, staff, principal, and children of Paradise Elementary School; a Mathematics and Physical Science (MAPS) Project designed specifically for individuals with degrees in mathematics or science who are interested in pursuing a teaching credential; a Special Education Cohort Program designed to provide an intensive undergraduate program for teacher assistants or long-term substitute teachers in CCSD leading to a special education resource room license; and an Urban Teaching Partnership (UTP) Program designed for individuals with degrees outside of education and that leads to elementary or secondary teacher licensure. The primary focus of this session will be on the exemplary practices being implemented in the UTP Program.

By way of background, several faculty in the College of Education were awarded a planning initiative grant from the UNLV President to plan and implement the UTP Program to meet local school needs and to serve as a model for teacher education program initiatives at UNLV. It was developed collaboratively with CCSD as an alternative and intensive route to teacher licensure in the state and is a full-time, field-based, post-baccalaureate teacher education program.

Contributing to the UTP Program design were faculty who had worked in developing successful partnerships between universities and school districts in other contexts. These faculty identified key components of successful partnerships from their experience and study of the teacher education literature and included them in UTP. The components include: creative financing; collaboration with school personnel; preparation of mentors in a thoughtful and ongoing way as site-based teacher educators; integration of theory and practice; and professional development related to defining good teaching.

The overall purposes of UTP are to prepare teachers for diverse urban contexts; blend the theory and practice of teaching; and offer experienced teachers professional development opportunities as mentors in the program. The specific goals of UTP were collaboratively determined by representative UNLV faculty and CCSD personnel during a program-planning year supported by the grant from UNLV. The goals are to:

- Offer an innovative way of preparing urban teachers to meet the needs of diverse urban learners
- Provide a quality, intensive, and accelerated teacher preparation program for students who have baccalaureate degrees and have the dispositions to become teachers in diverse, urban settings
- Study and implement state-of-the-art practices in urban teacher education
- Increase the number of high-quality novice urban teachers, including those from underrepresented groups

- Include experienced teachers in the preparation and mentoring of novice teachers as site-based teacher educators
- Link preservice, induction, and renewal experiences
- Strengthen and enrich collaborative efforts between CCSD and UNLV

The UTP Program currently includes a small cohort of 25 elementary and 18 secondary post-baccalaureate interns and is viewed as a model that can provide ideas and information for upcoming changes in the larger teacher education programs in the College. The UTP interns are selected using the Haberman Urban Teacher Selection Interview and are placed full time in one of three partnership sites to complete program courses and intern teaching in one academic year. Each intern is paired with a primary mentor teacher in the school. Mentor teachers are experienced teachers who are charged with guiding interns in learning to teach and are expected to participate in ongoing mentor preparation activities.

The foremost exemplary practice in the UTP Program is the mentor teacher component. Mentor teachers are carefully selected and prepared over time to develop a pedagogy of mentoring based on the work of the Association of Teacher Educators (ATE) National Commission on Professional Support and Development for Novice Teachers. Mentor teachers meet at least once weekly with a program coordinator and other mentor teachers to study and reflect upon their own teaching, their intern's progress, and their roles as mentors. Mentors are also involved in program development, assessment, and research activities.

The UTP curricula for both the elementary and secondary components have been developed by drawing on the teacher education research literature, the case-study experiences of those who have developed collaborative field-based programs, and state licensure requirements. From these sources and the tacit knowledge of program developers, curricular strands and processes for instruction emerged. These strands and processes are integrated into all program coursework and experiences. The integrated curricular strands and instructional processes include: assessment; educational foundations; technology; multicultural/diversity/urban issues; reflection and inquiry; and appropriate subject matter instructional strategies. Much of the coursework occurs on the school campuses and mentor teachers are becoming increasingly involved discussions and decisions about course content and assignments.

Challenges have emerged in the UTP Program that are inherent to university/school collaboration (e.g., labor-intensive nature of collaborative work, incompatible reward structures for faculty and mentor teachers, clashes across institutional structures, time to work together). In the UTP Program, we have developed some solutions for addressing these challenges. We are continuing to work toward even better ways of making collaborative efforts viable since the benefits appear to be significant for mentors, interns, and the children they teach.

Institutional Mission and Context

The University of Nevada, Las Vegas (UNLV) is one of the nation's fastest growing universities, located in the country's fastest growing metropolitan area. UNLV is recognized as a comprehensive teaching and research university. More than 139 undergraduate, master's and doctoral degree programs across 15 colleges are offered to approximately 23,000 students served by a faculty, staff, and administration of approximately 2200. The University increasingly concentrates its resources on programs that are student-centered, demonstrably excellent, and responsive to the needs of the local community. The University promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment. UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

The College of Education enrolls approximately 2600 undergraduate and graduate students and offers several programs leading to licensure in elementary, secondary, post secondary, physical, health, and special education. With 85 full-time faculty, the College is committed to creating an intellectual environment that promotes quality instruction, significant research, and professional service.

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The Clark County School District (CCSD) is the eighth largest school district in the United States and serves a diverse population of students (48% minority) in 29 high schools, 35 middle and junior high schools, and 152 elementary schools. CCSD has the second-largest year-round education program in the country. More than 63,000 students attend 66 year-round elementary and 10 year-round middle schools. The student enrollment expanded from 100,027 in 1988 to 217,000 in 1999, representing an annual growth rate of more than 10%. Over the past three years approximately 5400 new teachers have been hired. Given this trend, CCSD anticipates a continual need for approximately 1800-2000 new teachers each year for the foreseeable future. The College of Education at UNLV currently graduates approximately 600 teacher candidates per year. Clearly, the local school district is facing a difficult teacher shortage even though they actively recruit teachers from approximately 40 other states.

Key Partnerships

Alternative Special Education Licensure Program
Paradise Professional Development School
Mathematics and Physical Science (MAPS) Project
Special Education Cohort Program

Urban Teaching Partnership (UTP) Program
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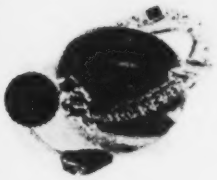

C-10 Contextual Teaching and Learning: A Problem-Based Approach

The Kentucky Education Reform Act (KERA), passed after the state's system of public education was found unconstitutional because it failed to ensure an adequate education to all students, ushered in an era of exciting change at both the K-12 and post-secondary level. The systemic nature of KERA provides a reform climate that pushes schools to become more equitable, more accountable, and asks teacher preparation programs to focus on teacher knowledge and performance in real settings.

The School of Education's mission statement pledges that: "The University shall collaborate with the public schools to further educational reform in Kentucky." For more than a decade, the University of Louisville has collaborated with local educators to create professional development schools. PDS sites, where teacher preparation courses are taught, simultaneously focus on new teacher preparation and continuing school improvement and professional development activities. These sites also spur the inquiry of teacher education faculty members relative to effective, contextually sensitive teacher education and K-12 teaching practices.

Kentucky's sweeping educational reform efforts have supported University efforts to strengthen relationships among schools, families, and local communities. As an urban institution, U of L is particularly concerned with improving the education and quality of life for persons of all ethnic and cultural backgrounds. Thus, in addition to preparing teachers to meet standards for experienced teachers (see below), the Department of Secondary Education adopted the program, "Understanding the Complex Lives of Children and Adults in Schools and Society." One fundamental belief of the department's teacher education program is that understanding any complex phenomenon cannot be separated from knowledge of the context in which that phenomenon occurs. Therefore, program curriculum is centered around problem-based learning activities designed to help students understand the school context, the local community, and create multiple opportunities for teacher education students to interact with high school students in a variety of school and community contexts.

These projects are significant not only in helping address essential questions facing educators in urban schools, but also in modeling a pedagogical approach. Some call this inquiry approach, influenced by social constructivist learning theory, project-based learning, contextual learning, or authentic instruction. Regardless, of the label, however, this pedagogical approach assumes that active student learning is preferable to passive receipt of "expert" knowledge; that knowledge must be constructed in meaningful contexts; and that school learning should be connected to the world beyond the classroom. In addition to fitting departmental beliefs about teaching and learning, these ideas are consistent with the perspective adopted in Kentucky's academic expectations for students. By modeling such pedagogy, program faculty are hopeful that graduates will be more comfortable and capable of implementing a similar approach in their classrooms.

More basic to the program's emphasis on inquiry, however, is a commitment to preparing teachers to adopt a problem solving perspective with respect to their practice. In this way, faculty endeavor to prepare teachers who focus less on "doing it right" and more on understanding what their students need to do in order to learn important content. While some may characterize this perspective as less practical since less attention is paid to filling teacher education students' "tool kits" (the strategies they are likely to rely on to survive their early teaching careers). Rather, program faculty encourage teacher education students to experiment with inquiry-based approaches in their classroom practicum, internship, and student teaching placements, but emphasize that these practices are context-sensitive and are not inherently "effective." Teacher education students are encouraged to view themselves as learners, to collect data about their students' learning and their teaching practice, to form critical friendships with their colleagues, and reflect on their own practice through journal writing and continued professional development. All of these efforts, program faculty hope, will help program graduates focus on their students' learning rather than their own teaching performance.

Kentucky Experienced Teacher Standards

1. The teacher provides *professional leadership* within the school, community, and education profession to improve student learning and well-being.
2. The teacher demonstrates *content knowledge* within own discipline(s) and in application(s) to other disciplines
3. The teacher *designs/plans instruction* that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher creates a *learning climate* that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher *introduces/implements/manages instruction* that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher *assesses learning and communicates results* to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher *reflects* on and evaluates teaching/learning.
8. The teacher *collaborates* with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher evaluates own performance in relation to Kentucky's learner goals and implements a *professional development* plan.
10. The teacher demonstrates competency in educational technology.

Institutional Mission and Context

The University of Louisville is a metropolitan research university located in Kentucky's largest urban area. The University serves the specific educational, intellectual, cultural, service, and research needs of the greater Louisville region and has a special obligation to serve the needs of a diverse population, including many ethnic minorities and placebound, part-time, nontraditional students. UofL is home to approximately 21,000 students and 1,800 faculty. The University of Louisville offers graduate, professional, baccalaureate, and associate degrees, as well as certificates, in over 170 fields of study through 11 schools and colleges.

The School of Education's eight academic departments offer a variety of degree and certification programs including undergraduate degree programs, Master's and Doctoral level programs, and the Master of Arts in Teaching degree. The Department of Secondary Education recommends approximately 80 students per year for certification in Art, Biological and Physical Sciences, Business, English, Foreign Language, Mathematics, and Social Studies.

The Jefferson County Public Schools serves approximately 92,000 students in 87 elementary schools, 23 middle schools, 20 high schools, and 21 other learning centers. The student population is approximately 69% Caucasian, 30% African American, and 1% other. In May 1993, the National Alliance of Business (NAB) honored Louisville and Jefferson County as the recipients of the first annual Scholastic Community Award for Excellence in Education.

Key Partnership Representatives

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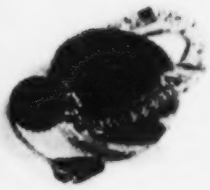

C-11: Teacher Residency Program

History

The Teacher Residency Program in Minneapolis Public Schools (MPS) began as a collaborative effort between the district, the Minneapolis Federation of Teachers (MFT), and the University of Minnesota's College of Education and Human Development (CEHD). In 1993, the residency program was initiated at Patrick Henry High School, the district's professional practice site (PPS). Grants from the Minneapolis Federation of Teachers and the State of Minnesota Board of Teaching were instrumental in funding the program.

The intent of the Residency Program is to ease a licensed teacher's induction into urban teaching by providing the teacher with a reduced teaching load, on-site mentoring, and continued professional development throughout the first year of teaching.

In 1997 the program expanded from Patrick Henry to four other sites in MPS and to a total of 8 sites in 1998. In January, 1999, CEHD hired a full time coordinator to help manage the University's efforts in this collaboration. Currently, the Minneapolis Public Schools Residency Program involves 45 first year teachers at 11 sites. In the fall of 1999, the MFT introduced contract language that supports the Residency Program as the induction model for all first year teachers in the district.

The Residency Program is unique and innovative in that, instead of focusing on a discrete site PDS/PPS model, it serves to spread the "human" wealth throughout the district and puts first year teachers into significant contact with veteran teachers for a sustained period of time through mentoring. It also provides another dimension to the concept of professional practice school in that the approved residency sites become a network of professional practice schools in their own right. Residency sites are energized as teachers at the school--in addition to those who are officially providing mentoring--focus on best practices to assist the first year teachers. Anecdotally, principals, mentor teachers, and other veteran teachers report that those first year teachers who have been inducted through the Residency Program (rather than through a regular first year contract) are superior in their classroom management techniques, curriculum development skills, family involvement capabilities, and sense of collegial connections.

Mission

Minneapolis Public Schools, the largest school district in the state of Minnesota, serves nearly 50,000 students in 127 schools. Demographically, the largest student group is African American (43.4%) followed by Caucasians (30.0%), Asian American (14.4%) and Hispanic American (6.5%) and Native American (5.6%). As in many urban areas, MPS has experienced a large influx of refugees in the past few years. 17% of the student population are now classified as English Language Learners (ELL); 67% are eligible for free or reduced lunch.

The Minneapolis Federation of Teachers is, and has historically been, one of the most progressive in the nation. The MFT shared in leadership in instituting changes in teacher evaluation process and was instrumental in securing contract language that required action research for achievement of tenure and granted tenure teachers who conducted classroom research yearly bonuses. The MFT is committed to the belief that student achievement is best served by acknowledging and serving teachers' skills, attracting and retaining good teachers, and rewarding schools for student improvement.

As a professional school in a public land-grant university, the University of Minnesota's College of Education and Human Development contributes significantly to the University's outreach mission, which includes strengthening preK-12 education throughout the state, and particularly in the Twin Cities area in which it is situated. In addition to its role as a leader in preparing teachers for initial licensure, the CEHD also engages in significant research on a wide range of educational practices and supports continuing

teacher development through its Teacher Leadership and Master of Education degrees. Our collaboration offers excellent opportunity for significant improvement in new teachers' transitions from college to urban classrooms.

Key Partnerships

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Minneapolis Public Schools:
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Bob Ferguson, Anthony Middle School
Renee Montague, Brookside Elementary
Denise Rahne & Liz Adams, Patrick Henry Senior High School
Barb Everhart, North Senior High School
Linda Slocum, Olson Middle School
Al Pitt, Sanford Middle School
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C-12: North Carolina State's Model Clinical Teaching Program

History

A Collaborative Model of Preparing School-Based Educators and Mentors

For more than a decade, North Carolina State University has been collaborating with school districts in the north central region of the state to develop among selected educators in each district a capability for preparing school-based teacher educators and clinical teachers (inventors of student teachers, beginning teachers, and experienced colleagues). The effort, called the Model Clinical Teaching Program, links the school-based teacher educators and NC State faculty in a network for continuing interaction and professional development. The collaborative model evolves through four phases:

Phase 1:
College administration, the director of Teacher Education, and the director of the Model Clinical Teaching Program review applications from school districts. Once districts are accepted, the university commits personnel, materials, and financial resources to collaborative staff development programs with districts. Districts commit personnel and resources to staff development programs for educating clinical teachers and mentors, and designate two persons per district to be prepared as school-based teacher educators. As well, university and district personnel together review the design of the plan and clarify the expectations of various parties.

Phase 2:
University professors begin a two-semester program to prepare school-based teacher educators. Pairs of teachers from districts enroll in a spring seminar and fall practicum. The spring seminar is entitled Introduction to Developmental Instructional Supervision (3-5 credits). Participants (a) learn adult development theory; (b) use effective communication skills, instructional supervision, and coaching principles; and (c) develop materials and effective teaching strategies to use when working with diverse students. During the practicum (3-5 credits), participants acquire and practice skills in (a) building and maintaining supportive helping relationships; (b) organizing working relationships with appropriate structure; (c) using coaching cycles (preplanning, peer-observation, and post observation conference); (d) serving as resource; (e) guiding analysis and reflection; (f) maintaining records; and (g) using constructive feedback and confrontation.

Phase 3:
Pairs of school-based teacher educators enroll 12-14 teachers per district in local two-semester program to prepare clinical teachers. Districts demonstrate commitment in various ways - for example, offering release time for the seminar and practicum. University faculty begin year-long internship for school-based teacher educators. The model is fully implemented, and collaboration is achieved, when a district's teacher educators are ready independently to continue cycles of program implementation.

Phase 4:
School-based teacher educators are invited back to the university to serve as clinical instructors in methods courses for 2-3 years. They are based in academic departments. Clinical instructors also assume responsibility for supervising cohorts of student teachers in their districts. The director of Teacher Education and the director of the Model Clinical Teaching Program coordinate implementation of Phase 4. When clinical instructors return to districts they assume new instructional leadership roles and continue to serve as school-university teacher education liaisons.

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associated with professional integrity (e,g., flexible; principled in times of conflict; compassionate and caring; and responsive to the needs of diverse learners), to reduce the high rate at which beginners leave the profession, and to broaden the base of highly skilled school-based educators and mentors.

Twelve school districts in different phases of collaboration now participate in the network. They boast more than 20 clinical instructors, 50 school-based teacher educators, and more than 1,200 clinical teachers. There are now 12 cadres of 2-10 school-based teacher educators who conduct their own local programs. As well, the model or seamless teacher professional development across the career span has spread to other professions, other states, and other countries.

School-based teacher educators complete an 11 to 15-credit-hour sequence of instruction including a one-semester seminar, a one-semester practicum, and a two-semester internship. The curriculum is based on theory and research about teaching, adult learning, ethical and intellectual development, developmental clinical supervision, and peer coaching. Clinical teachers who are educated locally by colleagues (school-based teacher educators) complete a 6-credit hour sequence resembling the seminar and the practicum taken by their school-based teacher educators. Research indicates that such an approach to teacher professional development is highly effective.

Significant collaboration is achieved as colleges' and school districts' school-based educators initiate local preparation of mentors and clinical teachers, and as some of these educators serve as resource persons and clinical instructors on college campuses. The school-based educators and college faculty are linked formally by newsletters, site visits, and regular twice-yearly network meetings.

Selected notable recognitions include the following:

> In 1987, NC State and the seven school districts then participating received the Distinguished Achievement Award of the American Association of Colleges for Teacher Education for "collaboration among teacher educators and school personnel to provide quality internships and beginning teacher programs," the highest award presented by that body.
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> In 1989, the Wake County Public School System and NC State received the Showcase of Excellence Award of the National Council of States for Inservice Education, for their collaborative program.
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> In 1992, the School-University Mentor Network was featured by the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers.
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> In 1995, a doctoral dissertation completed at Vanderbilt University identified the NC State mentor network as one of the nation's top three school-university partnerships for teacher and counselor induction.
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> In 1997-1998, faculty from North Carolina Central University; the University of Nijmegen, The Netherlands; the University of Konstanz, Germany; and the Teacher Academy, Bergen, Norway; made visitations to the NC State University program.

In the words of one teacher, "this model places very high expectations on the educator to analyze his or her own teaching or counseling practices, to learn complex new skills associated with assisting novice educators, and, ultimately, to transform one's own dispositions toward self and the profession. I'm not the same person I was." However, the conceptual framework that undergirds this program, and which places high expectations on all persons involved, is not a quick solution to the challenges facing school districts and schools of education. A number of studies confirm that collaboration in the service of continuing personal and professional development can be a reality, but it takes significant time, care, and commitment. The alternative is stark: a continuation of brief episodic workshops and atheoretical models.

Mission

The stated mission of the innovation is to create a more effective collaborative process of preparing student teachers and counselors and inducting them into the profession in urban, suburban, and rural contexts. Related goals are to accelerate the learning of complex new teaching skills associated with diverse student learning, to promote development of dispositions associated with professional integrity (e.g., flexibility, principled in times of conflict, compassionate and caring, and responsive to the needs of diverse learners), to reduce the high rate at which beginners leave the profession, and to broaden the base of highly skilled school-based educators and mentors.

KEY PARTNERSHIPS

Professional Development Systems - Network school district partners include Durham Public School System, Edenton-Chowan School System, Elizabeth City Pasquotank School System, Franklin County School System, Granville County School System, Johnston County School System, Lee County School System, Nash-Rocky Mounty School System, Vance County School System, Wake County School System, Warren County School System, and Wilson County School System.

Professional Development School - Triangle East Partners in Education - Franklin County (Bunn and Cedar Creek Middle Schools), Johnston County (Smithfield Selma High School), and Wake County Public School System (Apex and Cary High Schools, and Martin Middle School).

Schools of Education - North Carolina State University and North Carolina Central University.

National and International Visitors - Associates at the Regional Laboratory for Educational Improvement of the Northeast and Islands; Trevor Fullerton, University of Newcastle, Australia, Georg Lind, University of Konstanz, Germany; Philip Robinson, Roehampton Institute, England; Joseph Vaughan, United States Department of Education, retired; Massachusetts Association of Colleges for Teacher Education; North Carolina Department of Public Instruction; Rhode Island Department of Public Instruction; Theo Bergen, University of Nijmegen, The Netherlands; Astrid Oien Halsnes, Teacher Academy, Bergen, Norway; Nodie Oja, University of New Hampshire.

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